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ABSTRACT

This manual presents information on the licensure of public school professionals in North Carolina. It offers all State Board of Education policies related to licensure. All definitions, classifications, and requirements are based on current statutes and regulations. There are 11 chapters: (1) "Overview," (2) "The License," (3) "Definitions," (4) "Routes to Obtaining Licensure," (5) "Testing," (6) "Subject Areas," (7) "Teacher Licensure for Workforce Development (Vocational) Education," (8) "Special Service Personnel," (9) "The Initial Licensure Program," (10) "Revocation of Licenses, (11) "License Renewal," (12) "Out-of-Field Assignments," (13) "Salary Determination," (14) "IHE Methods Faculty," (15) "Test Score Requirements," and (16) "Financial Awards." Each chapter presents an overview of the issue, then a detailed discussion. (SM)

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North Carolina Public Schools

DEPARTMENT OF PUBLIC INSTRUCTION

ED 429 074

Licensure for Public School Professionals

SP038408

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Human Resources Management/Licensure
1998

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Chapter 1 - Overview

Purpose of the licensing process

The licensing process verifies

- an individual's qualifications to perform specific professional services as a public school employee, and
- guarantees that educators in North Carolina meet established standards of professional competence.

North Carolina licensure statute

North Carolina statutes specify that all professional employees of public schools hold the appropriate license for the subject or grade level taught or for the professional assignment held. General Statute 115C-295(b) states that

> *"[it] shall be unlawful for any board of education to employ or keep in service any teacher who neither holds nor is qualified to hold a license in compliance with the provision of the law or in accordance with the regulations of the State Board of Education."*

Identical language states that principals, supervisors, and all other professional staff are subject to the same requirement.

Licensure authority

The North Carolina Constitution delegates responsibility for setting those standards to the State Board of Education (SBE), whose regulations for licensure are in turn administered by the Licensure Section of the Department of Public Instruction (DPI).

Statutes also define licensure as the responsibility of the State Board of Education. According to General Statute 115C-296(a),

> *"The State Board of Education shall have entire control of licensing all applicants for teaching positions in all public elementary and high schools of North Carolina; and it shall prescribe the rules and regulations for the renewal and extension of all licenses and shall determine and fix the salary for each grade and type of license which it authorizes."*

Continued on next page

Communicating with the Licensure Section, Continued

In this manual

All State Board of Education policies related to licensure are included in this manual. The manual will be updated and changed as necessary to reflect new State Board of Education policies. In addition, all

- definitions
- classifications, and
- requirements

set forth in this manual are based on current statutes and regulations.

In this chapter

This chapter covers the following topic:

Topic	See Page
Communicating with the Licensure Section	1-3

Communicating with the Licensure Section

The Licensure Section of the DPI

The Licensure Section of the Department of Public Instruction offers assistance in licensing matters to school systems and individuals by

- mail
- telephone, and
- personal consultation

in the Licensure office. Superintendents and personnel officers are responsible for assisting their employees with licensing issues to ensure that employees have a current license in the correct area for their assignment, and that employees are given credit for eligible degrees and experience.

Mail

Written communications and licensing requests should be sent to the following address:

Licensure Section
Division of Human Resource Management
Department of Public Instruction
301 North Wilmington Street
Raleigh, North Carolina 27601-2825

Internet web site

Licensure information and forms are available by accessing the DPI home page at the following address:

http://www.dpi.state.nc.us/

Continued on next page

Communicating with the Licensure Section, Continued

Telephone

The ***Professional Licensure Assistance Line*** is a computerized system through which individuals receive general information about licensing policies and procedures by telephone. Callers can request

- forms and packets, and
- information specific to themselves, such as
  - length of service
  - expiration date of a license, and
  - status of a request.

Hours of operation: The Licensure Section can be reached by telephone between the hours of 7:30 a.m. and 5:30 p.m. Monday through Friday.

Purpose	Number
Licensure Section (Raleigh area)	**733-4125**
Licensure Section (toll-free in NC)	**1-800-577-7994**
Professional Licensure Assistance Line (Raleigh area)	**733-0377**
Professional Licensure Assistance Line (toll-free in NC)	**1-800-884-TCHR**

Chapter 2 - The License

Overview

Introduction

Upon receipt of the documentation indicating the completion of requirements, a license may be issued by the Licensure Section. The license indicates specific information about an individual's qualifications, which are used by local school systems to make employment decisions.

In this chapter

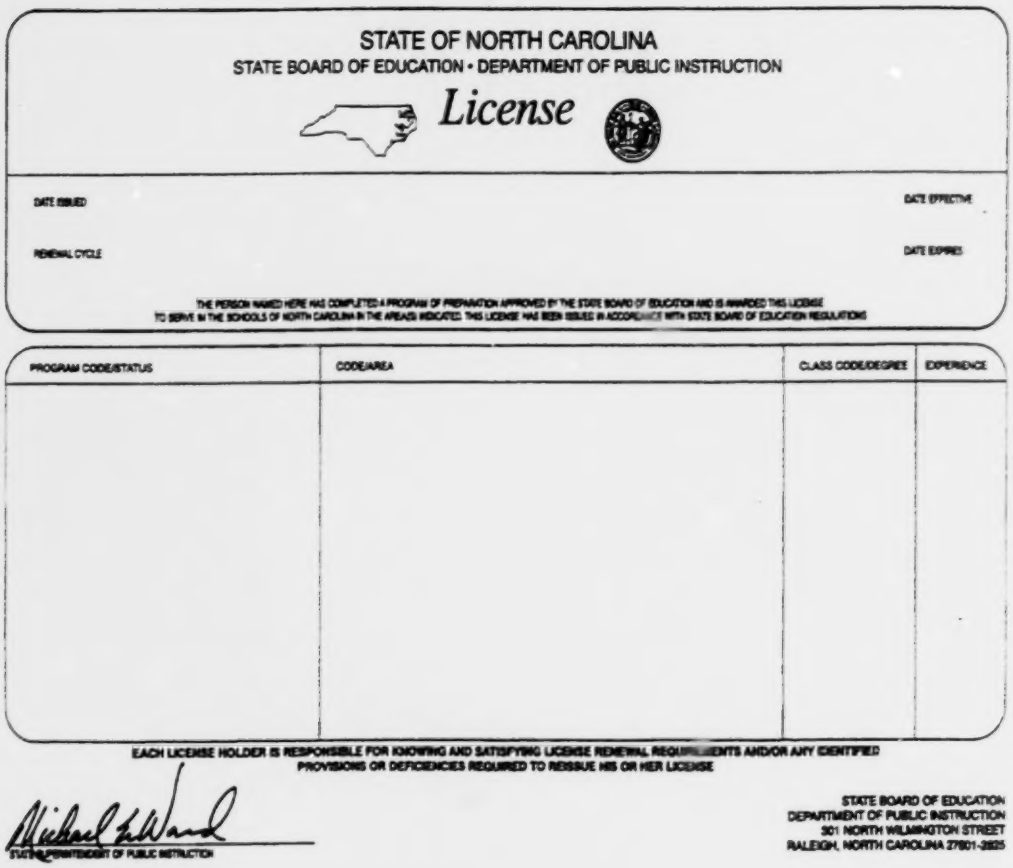
This chapter covers the following topics:

Topic	See Page
Components of the License	2-2
Program Codes	2-7
License Fees	2-11

Components of the License

License example

The following is an example of a North Carolina license:



STATE OF NORTH CAROLINA
STATE BOARD OF EDUCATION • DEPARTMENT OF PUBLIC INSTRUCTION

License

DATE ISSUED DATE EFFECTIVE

RENEWAL CYCLE DATE EXPIRES

THE PERSON NAMED HERE HAS COMPLETED A PROGRAM OF PREPARATION APPROVED BY THE STATE BOARD OF EDUCATION AND IS AWARDED THIS LICENSE TO SERVE IN THE SCHOOLS OF NORTH CAROLINA IN THE AREAS INDICATED. THIS LICENSE HAS BEEN ISSUED IN ACCORDANCE WITH STATE BOARD OF EDUCATION REGULATIONS

PROGRAM CODE/STATUS	CODE/AREA	CLASS CODE/DEGREE	EXPERIENCE

EACH LICENSE HOLDER IS RESPONSIBLE FOR KNOWING AND SATISFYING LICENSE RENEWAL REQUIREMENTS AND/OR ANY IDENTIFIED PROVISIONS OR DEFICIENCIES REQUIRED TO REISSUE HIS OR HER LICENSE

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION
301 NORTH WILMINGTON STREET
RALEIGH, NORTH CAROLINA 27601-2825

General license information

The front of the North Carolina professional educator's license provides:

- dates pertinent to an individual's eligibility for employment in North Carolina public schools
- codes and narrative information indicating the areas an individual is eligible for employment
- codes and narrative information indicating the education level and established experience level for each area.

Continued on next page

Components of the License, Continued

Effective and expiration dates

The license effective date is the beginning date from which salary can be determined based on the area and class level. Although a license can become effective on any date throughout the year, most effective dates fall on July 1, the beginning of the fiscal year. Some situations, such as mid-year completion of licensing requirements, necessitate effective dates other than July 1.

Note: The expiration date of the license is always June 30, the end of the fiscal year.

Renewal cycles

Non-provisional licenses are valid for five years as indicated by the renewal cycle. Renewal cycles are determined by:

- the date a person completes an education program
- the date an individual completes renewal credits, or
- based on a current reciprocal out-of-state license (when qualifying for initial licensure).

Other factors (for example, graduation in mid-year) can cause a renewal cycle to be longer or shorter than five years.

Continued on next page

Components of the License, Continued

Program code

The program code indicates the status and basis for issuing a license. A complete explanation of program codes begins on page 2-7.

Status

Initial licenses are issued to individuals who are required to complete an Initial Licensure Program (ILP. The first character in the program code of the license shows whether the holder is an active participant in an ILP.

- inactive status = 5, inactive licenses are valid for up to five years
- active status = 8, active status licenses are valid for up to a three-year period

Continuing licenses are issued to graduates of North Carolina approved education programs who have met ILP requirements or to out-of-state graduates of approved education programs who have at least three years of public school experience. Continuing licenses are valid for up to five years and may be renewed.

Provisional licenses are issued for up to one school year with the requirement that credit deficiencies for full licensing be satisfied at the rate of 6 semester hours per year. Credit each year must be completed prior to the beginning of each new school year (the date teachers report to work) and must conform to the conditions set by the Licensure Section to clear the provisional status. All requirements must be completed within a five-year period.

Temporary Permit Licenses are issued for up to one school year with the requirement that North Carolina test regulations are met by June 30.

A temporary permit can be issued for the following:

- initial licensure for out-of-state applicants qualifying by reciprocity
- in-state recent graduates who have not met testing requirements and have been selected for employment by a North Carolina employer.
- lateral entry and provisionally licensed personnel as determined by the Licensure Section.

Note: A temporary permit may be issued for more than one year as determined by the Licensure Section based on the opportunity for testing.

Continued on next page

Components of the License, Continued

Types

The three types of licenses are listed in the following table.

Type	Description
Teacher	The teaching license authorizes an individual to teach in a designated area of specialization. Licenses are issued in the following teaching categories: • Birth through Kindergarten • K-6 Elementary • 6-9 Middle Grades (subject specific) • 9-12 Secondary (subject specific) • 9-12 Secondary Endorsement (valid for less than half-time assignments in specific subjects) • K-12 Special Subjects • Exceptional Children (by category) • Workforce Development (Vocational) Education
Student Service	The student service license authorizes an individual to provide specialized assistance to the learner, teacher, administrator, and education program in general. Licenses are issued in following areas: • Counselor • Mentor • School Psychologist • School Social Worker • Speech-Language Pathologist • Audiologist • Media Coordinator
Administrator/ Supervisor	The administrator/supervisor license authorizes an individual to administer or supervise in following areas: • School Administrator - Superintendent • School Administrator - Principal • Curriculum-Instructional Specialist • Instructional Technology Specialist - Computers • Media Supervisor • Workforce Development Director • Exceptional Children Program Director

Continued on next page

Components of the License, Continued

Class

The following lists the class codes that correspond to the educational level at which an individual completes licensing requirements.

Note: A workforce development (vocational) license that is issued below the bachelor's degree level is coded as a PV or V.

Degree	Class Code
bachelor's level	• **A** (regular teaching area) • **PVA** (provisional vocational) • **VA** (vocational) • **SWA** (school social worker)
master's level	• **G** (regular teaching area) • **P** (principal) • **SG** (supervisor) • **CG** (counselor) • **VG** (vocational) • **SWG** (school social worker)
sixth-year or advanced level (educational specialist)	• **AG** (regular teaching area) • **AP** (principal) • **ASG** (supervisor) • **ACG** (counselor) • **AVG** (vocational) • **AWG** (school social worker) • **AS** (superintendent)
doctoral level	• **DG** (regular teaching area) • **DAP** (principal) • **DSG** (supervisor) • **DCG** (counselor) • **DVG** (vocational) • **DWG** (school social worker) • **DAS** (superintendent)

Continued on next page

Program Codes

Introduction

The program code indicates the status of the license. This includes any deficiencies or limitations, and is the basis for disposition of the license.

First character of the code

The **first character** of the program code indicates

- the status (initial or continuing) or
- the limitations and deficiencies of an individual's license.

Note: License codes are converted to narrative information when the license is printed.

The table that follows lists the codes.

Code	Definition
0	Continuing license with no limitations. Renewal required by expiration date.
1	Provisional license. Requires completion of regulations specified for codes **4**, **5**, and **7**.
2	Provisional license. Valid only for the fiscal year following the effective date.
3	Provisional, conditioned license. Temporary deficiencies must be satisfied with required credit prior to the beginning of the next school year.
4	Temporary permit. Valid for only one year as specified by SBE regulations of July 22, 1988. The license holder must meet the testing requirement before the license can be continued beyond the expiration date.
5	Initial license (inactive; license holder not employed in a public school or a non-public school with an Initial Licensure Program). When the license holder is employed by a North Carolina public school, the personnel payroll process automatically updates the Licensure Section. This allows for automated conversion to active status. Other employers must notify the Licensure Section of an individual's employment so that the program code can be changed to active.

Continued on next page

Program Codes, Continued

First character of the code (continued)

Code	Description
6	Provisional permit valid for one year. Requires completion of requirements specified in codes 4 and 7.
7	Provisional license. Requires completion of renewal requirements: • 10 semester hours or • 15 renewal credits. At least 6 semester hours or 9 renewal credits must be earned during the first school year of employment. The remaining credits must be completed during the second school year.
8	Initial license (active; license holder employed in a public school or a non-public school with an Initial Licensure Program). Valid for employment in North Carolina while the license holder completes an Initial Licensure Program (ILP). Converts to a continuing license when the holder successfully completes the North Carolina Initial Licensure Program.
9	Initial provisional license. Requires completion of the renewal requirements specified for code 7 as well as the Initial Licensure Program.
L	Initial provisional lateral license. Valid for one year and renewable under provisional regulations. Converts to a continuing license upon completion of an approved education program and the Initial Licensure Program.

Continued on next page

Program Codes, Continued

First character of the code (continued)

Code	Description
V	Initial, provisional, conditioned license. Valid for current school year and renewable under provisional regulations. Converts to a continuing license when holder successfully completes the following: • required credit • Principles of Learning and Teaching (PLT) test, and the • Initial Licensure Program.
E	Eligibility for a North Carolina license for at least one school year. A license is issued upon verification of employment in a North Carolina school. The Licensure Section outlines any unmet requirements for a continuing license at that time.

Second character of program code

The **second character** of the program code identifies the basis for licensing. The table that follows lists the codes.

Code	Definition
1	Completion of an approved education program at an accredited North Carolina institution of higher learning and that institution's recommendation that an individual be licensed.
2	Completion of licensing requirements through a program not defined by codes **1, 3, 4, 6, 8,** or **9**.
3	Reciprocal licensing based on completion of an education program that follows NASDTEC standards.
4	Reciprocal licensing based on an interstate licensing contract.

Continued on next page

Program Codes, Continued

Second character of program code (continued)

Code	Description
5	Completion of special requirements for licensing in workforce development education or vocational explorations. Limited to employment in the specified area of licensing.
6	Reciprocal licensing based on completion of an NCATE-approved education program.
8	Reciprocal licensing based on completion of a state-approved program not accredited by NCATE, approved through the interstate agreement, or based on NASDTEC standards.
9	Endorsement issued under regulations adopted by the State Board of Education on May 4, 1983.
L	Lateral entry license. Issued to individuals employed by a school but not graduates of an education program.
E	Statement of eligibility for licensing established by reciprocity.

License Fees

Policy: Fees

The Licensure Section of the Department of Public Instruction charges non-refundable fees for reviewing, evaluating, and processing licensing requests.

Fees

The fees required for licensing requests are as follows:

Licensing request	Fee
• demographic/administrative changes, • request for a duplicate license, or • copies of documents from the Licensure files.	**$30**
• renewals or extensions, • additions, upgrades, and • variations to a license	**$45**
• initial applications for new, in-state approved program graduates	**$45**
• initial out-of-state applications, and • all other applications.	**$65**

Fee payment by credit card

To pay the processing fee by credit card (MasterCard or VISA), an individual must complete a credit card payment form. This form is included in the application materials and is also available through the personnel department of the employing unit.

Chapter 3 - Definitions

Overview

Introduction

This section lists the four categories of licensure and the relationship of license areas to public school employment categories.

- Administration/Supervision
- Student Service Personnel
- Teacher
- Workforce Development (Vocational) Education

In this chapter

This chapter covers the following topics:

Topic	See Page
License/Public School Employment Categories	3-2
Licensure Terms	3-6

License/Public School Employment Categories

Superintendent

A person employed as a Superintendent meets the following requirements:

Licenses required	Authorization needed
• superintendent's license (area 011) • principal's license (area 012) with an experience rating of 01 or greater.	• appointed by a local board of education • eligibility to serve verified by the State Board of Education.

Associate Superintendent

A person employed as an Associate Superintendent meets the following requirements:

Licenses required	or	Authorization needed
• superintendent's license (area 011) • principal's license (area 012) at the advanced level	curriculum-instructional specialist's license (area 113) at the advanced level	designation by the local board of education as next in line of authority to the superintendent.

Continued on next page

License/Public School Employment Categories, Continued

Assistant Superintendent

A person employed as an Assistant Superintendent is required to meet the following:

Licenses required	or	Authorization needed
• superintendent's license (area 011) • principal's license (area 012)	curriculum-instructional specialist's license (area 113)	designation by a local board of education that does not have an associate superintendent as next in line of authority to the superintendent.

Principal

A person employed as a Principal is required to meet the following:

License required	Authorization needed
principal's license (area 012)	designation to carry out the duties and responsibilities of the administrative and instructional process in a school.

Assistant Principal

A person employed as an Assistant Principal is required to meet the following:

License required	Authorization needed
principal's license (area 012)	designation by a local board of education as next in line of authority to the principal of a school.

Continued on next page

License/Public School Employment Categories, Continued

Supervisory personnel

A person employed as a

- Supervisor
- Director
- Coordinator, or
- Program Administrator

is required to meet the following:

License required	Authorization
holds a license appropriate to the area of assignment (for example, Workforce Development Director, Secondary Curriculum Director, Exceptional Children's Program Director)	designation by a local board of education to work throughout the unit to provide leadership in improving programs and quality of instruction.

Teacher

A person employed as a Teacher is required to meet the following:

License required	Authorization
license appropriate to the area of assignment (for example, Secondary Science, Music)	designated to carry out the duties and responsibilities of the instructional process in the classroom.

Workforce development (vocational) teacher

A person employed as a Workforce Development (Vocational) Teacher is required to meet the following:

License required	Requirements
holds a license in a workforce development (vocational) area	is employed to instruct in the area of • vocational skill development • pre-vocational/introductory, and/or • vocational development services.

Continued on next page

License/Public School Employment Categories, Continued

Student service personnel

Student Service personnel include the following:

- counselors
- media coordinators
- school social workers
- school psychologists
- speech-language pathologists
- audiologists.

Persons employed in these positions are required to meet the following:

License	Authorization
appropriate license for the area of assignment	to provide specialized assistance to students.

Licensure Terms

Introduction The table that follows provides definitions of terms specific to licensure of school personnel and implementation of the Initial License Program (ILP).

Term	Definition
Continuing licensure	A professional school personnel license that must be renewed every 5 years and indicates that minimal skills and competencies have been demonstrated by the holder.
Formative evaluation	On-going assessments of strengths and areas for development; used to identify strategies for professional development.
IHEs	Institutions of Higher Education (Senior Colleges/Universities) with approved teacher education programs.
Individual Growth Plan (IGP)	A formal document developed by the mentor/support team in cooperation with the teacher. This document outlines the professional growth goals for the teacher, and proposes strategies for increasing one's skills.
Initial licensure	The first license granted to practice the profession in North Carolina based upon successful completion of an approved IHE preparation program.
Initially Licensed Teacher (ILT) file	A collection of evidences regarding the performance of a teacher.
Interstate New Teacher Assessment and Support Consortium (INTASC) standards	Standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). These standards reflect the requisite knowledge, skills, and attitudes necessary for teachers starting their career.
LEA	Local education agency; a school system.
Licensure evaluation report	Report sent to ILP coordinators regarding results of the PBL product assessment.

Continued on next page

Licensure Terms, Continued

Term	Definition
Licensure and Tenure	General Statute 115C-325, System of Employment for Public School Teachers, outlines the legal processes for tenure (career status). To enter the tenure process, it states that a teacher must hold: *a current, not provisional, or expired, Class A certificate; or a regular, not provisional, or expired, vocational certificate issued by the Department of Public Instruction* Provisional licensure added to a clear license in a regular or vocational area does not prevent an individual from entering the tenure process. An initial license issued with no credit deficiencies or test requirements allows probationary employment in the tenure track, and four consecutive years of employment makes an employee eligible for a tenure vote by the local Board of Education.
Mentor	A person that has demonstrated mastery of the critical competencies for a job role. Mentors assist initially certified persons towards masteries of specific competencies. This is done through • modeling • relationship building • observation/diagnosis • prescription • coaching, and • reflection.
Mentoring North Carolina novice teachers	A comprehensive package that suggests ways one professional can help to assure professional growth in the other, through the systematic application of principles of • induction in NC • novice teachers • mentor roles • relationship building • communication • reflection, and • coaching.

Continued on next page

Licensure Terms, Continued

Term	Definition
National Association of State-Directors of Teacher Education and Certification (NASDTEC)	An association consisting of state licensure representatives that administer the interstate reciprocity contracts for licensure and a nationwide clearing house of credentials for individuals with revoked licenses.
National Council for the Accreditation of Teacher Education (NCATE)	A national organization that accredits teacher education programs in colleges and universities.
NC Effective Teacher Training Program (ETT)	A 30-hour training package that defines effective teaching methods.
NC Performance Appraisal Training Program (PATP)	A 24-hour training package that provides a means for assessing skills and prescribing growth strategies.
Performance-Based Licensure (PBL)	An assessment of novice teachers knowledge, skills, and abilities. A licensure system designed to offer the novice teacher autonomy and responsibility for developing a product that reflects an individual's teaching.
Performance-based product	A product is a collection of evidence produced in the normal course of teaching. It represents the candidate's best work, gathered over time through a systematic progress of reflection, and ultimately, compiled in a finished product to be submitted for a licensure performance review. Documentation in the PBL process is used toward moving to continuing status to make licensure recommendation based on INTASC standards.

Continued on next page

Licensure Terms, Continued

Term	Definition
Product assessors	Educators trained in the assessment process for the PBL process.
Summative evaluation	Assessment and rating of performance in relation to established criteria.
Support system	A planned program of human and material resources available to initially licensed teachers for the purpose of assisting them to develop and refine essential skills.
Teacher Performance Appraisal System/ Initial Certification (TPAS/IC)	A state-mandated system designed to document demonstrated success in teaching. This includes the five generic teaching functions of the North Carolina Teacher Performance Appraisal System. It also provides data for a support team or mentor team so that they can facilitate professional growth for an initially certified teacher.

Chapter 4 - Routes to Obtaining Licensure

Overview

How to obtain licensure

A license can be obtained through four approaches:

- completion of a State approved education program in an accredited college or university
- reciprocity
- lateral entry, or
- direct licensing by the Department of Public Instruction (Licensure Section).

In this chapter

This chapter covers the following topics:

Topic	See Page
Earning Licensure Through an Approved Education Program	4-2
The Candidate for Professional Licensure System	4-4
Reciprocity	4-5
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Emergency Permit to Practice	4-12
Direct Licensure	4-13

Earning Licensure Through an Approved Education Program

Introduction

Completion of an approved education program in an accredited college or university is the standard and preferred basis for licensure established by the State Board of Education (SBE). Such programs, which require SBE approval, are designed by colleges and universities to follow specific standards, guidelines, and competencies provided by the State. These programs are competency based and are not designed according to policies that mandate specific courses or number of credit hours.

With the exception of workforce development areas and Junior ROTC, approved education programs at various degree levels are offered for most areas of licensure.

Note: Licensing in areas when approved programs do not exist, are issued upon direct evaluation by the Licensure Section.

Stages of the application process

To ensure efficient and correct application for a license, the following personnel share responsibility:

- the graduating student
- the student's college or university, and
- the local education agency (LEA) where the student participated in a student teaching program

The table that follows shows the stages of the initial application.

Continued on next page

Earning Licensure Through an Approved Education Program, Continued

Stage	Description
1	The local education agency (superintendent or designee) evaluates the success of the student teaching experience and verifies it on Form S (*Student Teaching/ Interning Performance: Evaluation by North Carolina Local Education Agency*). **Note:** A decision that the student teaching experience was not successful should be carefully documented by local school officials. Also, not all licensure areas require student teaching.
2	The applicant fills out Form A (*Application for a North Carolina License*) and submits it to his or her institution of higher education (IHE). Applications can be obtained from the • IHE licensure officer • an LEA, or • the Licensure Section of the North Carolina DPI.
3	The IHE officials send the complete application packet to the Licensure Section.

Components of a complete application

A complete application packet sent by the IHE officials (as in stage 3 above) consists of the following components:

Item	Description
Forms	• Form A (*Application for a North Carolina License*) filled out by the student • Form V (*Verification by Institution: Completion of Approved Education Program*) • Form S (*Student Teaching/Interning Performance: Evaluation by North Carolina Local Education Agency*)
Transcripts	Original transcripts (Grade reports are not acceptable. Transcripts from the degree-granting institution must show the type of degree and the date it was awarded.)
Scores	Copies of Praxis score/reports.

The Candidate for Professional Licensure System

The candidate for professional licensure system

The Candidate for Professional Licensure (CPL) system was instituted to allow IHEs to do the following:

- maintain a database of students accepted into their education programs
- automate the licensing process for students who have completed approved education programs and plan to apply for an initial license or an upgrade license in North Carolina, and
- gather information for statistical analyses on teacher supply and demand in North Carolina.

CPL system administration

The licensure officer at each IHE with an approved education program is responsible for the administration of the CPL system. Several tasks are fundamental to the CPL process:

- completion of CPL data forms by students admitted into an approved education program
- addition of new CPL records into the database
- updating of existing CPL records to reflect current information, and
- processing students' program completion application.

Application packet for CPL system

A complete application packet for an institution participating in the CPL system consists of the following components:

Completer	Application contents
Automated	• List of automated completers generated by CPL system • Check to cover each automated completers application fee • Diskette of all data completers (both automated and non-automated) and in-pipeline
Non-automated	Attach together the following for each individual application being processed manually: • CPL generated data sheet • Application • Check for the application fee • Transcript Note: Original transcripts (Grade reports are not acceptable. Transcripts from the degree-granting institution must show the type of degree and the date it was awarded.)

Reciprocity

Introduction

Reciprocal licensing plans allow educators from outside North Carolina to establish eligibility for licensing in this state. Reciprocity applies to the extent that out-of-state education programs are equivalent to North Carolina's standards and guidelines for approved education programs.

Note: Reciprocity does not guarantee that all areas of licensure transfer directly from one state to another, but applicants receive the closest comparable North Carolina license areas. In some cases, North Carolina grade levels differ from those in other states, and such a difference may be reflected on the North Carolina license.

NC reciprocity requirements

North Carolina recognizes four teacher education and reciprocal licensing approaches:

1. Completion of an education program accredited by the National Council for Accreditation of Teacher Education (NCATE).
2. Completion of an education program that follows National Association of State Directors of Teacher Education and Certification (NASDTEC) standards.
3. Reciprocity based on interstate agreements.
4. Completion of a state-approved program
   - not accredited by NCATE
   - not approved through the interstate agreement, or
   - not based on NASDTEC guidelines.

What is not covered by reciprocity?

Requirements specific to North Carolina, such as the Praxis tests, are not covered by reciprocity and must be met before a clear North Carolina license can be issued.

Continued on next page

Reciprocity, Continued

States that have reciprocal contracts with NC

The following lists approximately 38 states/jurisdictions that have Reciprocal Contracts with NC:

Alabama	Indiana	Oregon
Arkansas	Kentucky	Pennsylvania
Arizona	Maine	Rhode Island
California	Maryland	South Carolina
Colorado	Massachusetts	Tennessee
Connecticut	Michigan	Texas
Delaware	Mississippi	Utah
Florida	New Hampshire	Vermont
Georgia	New Jersey	Virginia
Hawaii	New York	Washington
Idaho	Ohio	West Virginia
Illinois	Oklahoma	Washington, D.C.

How to apply for reciprocity

The applicant for a North Carolina license based on reciprocity must send the following information to the Licensure Section:

Item	Description
Forms	• Form A (*Application for a North Carolina License*) and/or • Form V (*Verification by Institution: Completion of Approved Education Program*) • Form E or NE (as appropriate) if the applicant has relevant experience • Form LV (*Request for a Lateral Entry or Workforce Development License*) • degree dated transcript
Certificates/ Licenses	Copies of certificates or licenses held in other states

Note: General Statute 116-143.5 states:
Any teacher or other personnel paid on the teacher salary schedule who (i) has established a legal residence (domicile) in North Carolina and (ii) is employed full-time by a North Carolina public school, shall be eligible to be charged the in-State tuition rate for courses relevant to teacher certification or to professional development as a teacher.

Continued on next page

Reciprocity, Continued

How to apply for reciprocity (continued)

Item	Description
Education Information	Original transcripts (originals or legible, unaltered copies) that show type of degree and date awarded.
Scores	Copies of the NTE/Praxis scores. **Note**: Application may be made without these scores. If other requirements for licensure have been met, a temporary permit may be issued. This allows the individual to take the required tests prior to the end of the fiscal year during which the license is established.
Fee	**$65** **Note**: Individuals employed on or after January 1, can be issued a temporary permit for the current school year. This permit is also valid until June 30, of the following school year.

Licensure Section evaluates the individual's record in detail to determine deficiencies, test scores, or credit to establish a renewal cycle and issues a license.

Reciprocal licensing dating/renewal cycles

The Licensure Section sets a renewal/dating cycle for the new applicant from out-of-state based on the following:

- a current out-of-state reciprocal license or
- renewal credit (or equivalent) completed during the 5-year period prior to application for a North Carolina license.

Lateral Entry

What is lateral entry?

The lateral entry policy allows skilled individuals outside of the public education system to enter the teaching profession. While completing an approved program, a lateral entry license entitles the holder to be employed by and serve as a teacher in the North Carolina schools.

The Licensure Section authorizes lateral entry licenses on a provisional basis in licensure areas that correspond to the individual's academic study.

Lateral entry license holders are subject to the regulations that apply to other beginning teachers in North Carolina. Lateral entry employees must meet program and testing requirements within five years.

Length of validity and extensions

An initial license is issued for up to two school years. It can be extended on a yearly basis for up to 3 years, if the holder earns a minimum of 6 semester hours of appropriate course work per year. The NTE/Praxis II grade level or subject area assessment must be met by the end of the initial two-year lateral license.

For a lateral entry license to remain valid, an individual must meet the testing and progressive credit requirements within the 5-year limit, whether or not employment continues in a North Carolina school system.

Continued on next page

Lateral Entry, Continued

Eligibility requirements

To be eligible for lateral entry, individuals must:

- have relevant professional prior work experience (optional)
- be selected for employment by a North Carolina school system
- hold a bachelor's degree from a regionally accredited college or university in the subject area in which they are employed to teach and,
- have a minimum cumulative grade point average (GPA) of at least 2.5 (on a 4.0 scale), or have passed the NTE/Praxis I tests and one of the following:
  - a GPA of 3.0 in the major field of study
  - a GPA of 3.0 on all work completed in the senior year or
  - a GPA of 3.0 on a minimum of 15 semester hours of course work (relative to licensure) completed during the preceding five years.

Note: Individuals who have satisfied all degree requirements, but have a minor deficiency or technical requirement, are eligible on special request. Such a deficiency cannot exceed 6 semester hours and must be corrected during the first year of licensing.

Lateral entry employees retain initial licensure status during the period they are completing academic and testing requirements.

Who is not eligible for lateral entry?

Those not eligible for lateral entry are

- graduates of approved programs who are not recommended for licensing by an IHE
- individuals who have completed an approved education program but have not satisfied the testing requirement.

Continued on next page

Lateral Entry, Continued

Lateral entry licensure requirements

When a lateral entry license holder completes an approved education program (or IHE/SBE approved alternative licensure program) and any other licensing requirements, the IHE submits a recommendation to the Licensure Section to clear the license.

Individuals licensed through lateral entry must meet the following requirements:

Item	Requirement
Education	Complete an approved education program in their area of licensure at a college or university with a cumulative GPA of 2.5 or greater. Successful teaching experience (demonstrated by the completion of the ILP) can substitute for the student teaching requirement.
Programs	Complete 3 years of teaching and the Initial Licensure Program before their licenses can be issued at clear and continuing status.
Scores	• Earn the required score on the designated NTE/Praxis II specialty area test or subject assessment during their first two years of licensure. • Must earn a passing score on the Principles of Learning and Teaching (PLT) test by the time they complete their education program.
Training	Complete school district required training or submit evidence of equivalent training. The required training may include: • the effective teacher training program • classroom management and discipline procedures, and • an orientation to local school policies and procedures.

Continued on next page

Lateral Entry, Continued

How to acquire a lateral entry license

The applicant and the employing school system submit a joint application to the Licensure Section. The application should include the following items:

Item	Description
Forms	• Form A (*Application for a North Carolina License*) • Form LV (*Request for a Lateral Entry or Workforce Development License*) • Form E or NE (as appropriate) if the applicant has relevant experience.
Education Information	Original transcripts that show type of degree and date awarded.
Scores	NTE/Praxis scores, if the applicant has taken any of the tests.
Fee	**$65**

Formal commitment from employing LEA

LEAs using Lateral Entry policy to employ teachers are required to formally commit to supporting the individual by:

- providing a two-week orientation that includes lesson planning, classroom organization, classroom management, and an overview of the NC ABC Plan including the Standard Course of Study and End-of Grade and End-of-Course testing.
- assigning a mentor on or before the first day on-the-job.
- providing working conditions as appropriate for all novice teachers.
- providing regular focused feedback for improving instruction.
- assisting in accessing prescribed course work and professional development opportunities.

Emergency Permit to Practice

Who can issue an emergency permit?

An LEA Superintendent or designee may request the issuance of an emergency permit to practice for a teacher, by submitting a statement of critical need.

Eligibility

To be eligible for an Emergency Permit to Practice an individual must:

- hold at least a Bachelor's degree from a regionally accredited college/university
- not qualify for a license under any other licensure approach.

Length of validity

An emergency permit to practice may be issued only for the remainder of the current school year.

Extensions

No extensions are available for an Emergency Permit to Practice.

How to apply

The applicant and the employing school district submit a joint application to the Licensure Section. The application should include the following items:

Item	Description
Forms	Form A (*Application for a North Carolina License*) Form EP (*Emergency Permit to Practice*)
Education Information	Original transcripts that show type of degree and date awarded.
Letter	Letter from LEA superintendent or designee explaining critical need (and no other licensed individual available).
Fee	**$65**

Experience and degree issues

The Emergency Permit to Practice is issued at the A-00 pay level only.

Direct Licensure

Introduction

On a case-by-case basis the Licensure Section evaluates individual records for the purpose of establishing eligibility for licensing without the involvement of an IHE or other authorized recommending parties.

Conditions for direct licensure

Direct licensing process is contingent upon the following:

- Action is taken when extenuating circumstances prohibit fair and equitable evaluation through the normal routes for earning a license.
- Employees earning a license through the direct process must comply with all current
  - provisional regulations
  - ILP requirements
  - testing requirements, and
  - experience requirements for the area of licensing sought.
- Applicants must qualify for the lateral entry classification to be eligible for an initial licenses based on direct licensure.

How to obtain direct licensure

The following options are available to employers who wish to use the direct licensing process:

Option 1: Employers and IHEs may collaborate to design and deliver course work and/or experiences to address provisions against licenses held by employees.

Option 2: Employers may develop and deliver a training and evaluation process that assures that the applicant has attained entry level competencies in the area for which a license is sought.

The employer or designated official of the employing agency recommends the employee to the Licensure Section for full licensing after an individual has successfully completed all requirements.

Continued on next page

Direct Licensure, Continued

Requirements

Employers are required to ensure that employees participating in the direct licensing process are in compliance with specified procedures for addressing provisions against the license sought.

Employers must provide documentation of

- any course work or experiences used to satisfy provisions
- acceptable scores on required tests.

Chapter 5 - Testing

Overview

Background

The State Board of Education (SBE) is committed to setting high standards for individuals entering the teaching profession. Since 1960, the National Teachers' Examination (NTE) has been required for teacher education graduates as one of the conditions for earning a license. The SBE believes this test is only one factor to use in the licensing process. Policy requires that the testing data for each IHE's students be made available to the IHE for examining the effectiveness of its program and for providing an additional factor for consideration in recommending individual graduates for licensing.

Since 1964, a minimum score on the NTE has been a State Board of Education requirement for initial licensing.

During the 1980's, educational testing services (ETS) developed a new series of assessments—the Praxis tests. The term "Praxis" comes from the Greek for "putting theory into practice." Effective July 1, 1994, the first Praxis assessments were required in North Carolina.

In this chapter

This chapter covers the following topics:

Topic	See Page
The Praxis Series Descriptions	5-2
Testing Policies	5-3

The Praxis Series Descriptions

Praxis I: Academic Skills Assessments

Praxis I Academic Skills Assessments are to be taken early in the college career to measure reading, writing, and mathematical skills. Praxis I is required by North Carolina colleges and universities to meet the entry requirements for approved education programs in North Carolina.

The Praxis I is offered in two versions:
- The PPST version - a paper/pencil test, and
- The CBT version - a computer based test.

Praxis II: subject assessments

The Praxis II Subject Assessments measure the knowledge of the subjects students will teach. They also measure subject-specific pedagogical skills. In many subject areas, The Praxis Series offers several different tests so that states can select the tests that best meet their requirements.

Praxis II: principles of learning and teaching (PLT) test

These assessments use a case study approach to measure general pedagogical knowledge at three grade levels: K-6, 5-9, 7-12. The tests feature short answer essays and multiple choice items. Candidates for licensure choose the PLT test (either K-6, 5-9, or 7-12) that best represents the level they plan to teach.

Testing Policies

Policy

The NTE/Praxis Series is the required testing program in North Carolina. Test scores must be properly authenticated and without qualifications, reservations, or irregularities. Any license issued on the basis of a fraudulent test score is null and void.

Entry requirements

Students must take the Praxis I (either PPST or CBT) to meet entry requirements for formal admission in a North Carolina approved education program.

First-time applicant requirements

First-time applicants for a North Carolina license must submit the following:

- Scores for a Praxis II subject assessment or an NTE specialty area test. Only one specialty area test or subject assessment is required for the first North Carolina license, even if an applicant is eligible for more than one area of licensing.
- Scores for the Praxis series Principles of Learning and Teaching (PLT) test.

Note: Individuals seeking North Carolina Licensure in Administration must pass the School Leaders Licensure Assessment test (see page 5-6).

For licensure areas not covered by a Praxis II Subject Assessment, the NTE specialty area test is required. For information regarding the Praxis Series I and II tests and the required scores for each, see the chapter about test score requirements that begins on page 15-1.

Continued on next page

Testing Policies, Continued

Specialty area test scores

Applicants for a license must meet the North Carolina minimum test score requirements in effect at the time they qualify and apply for licensure (except as specified by the Temporary permit policy, see *Temporary permits for reciprocity licensure* that follows) .

Principles of learning and teaching (PLT) test

The PLT is administered in three grade level ranges:

- K-6 Elementary
- 6-9 Middle Grades
- 9-12 Secondary

Candidates for licensure may choose one of the three that best represents their teaching area. A passing score on either version of the PLT meets licensure requirements for all grade level areas.
All versions of the PLT carry the same minimum score requirements.

Initial graduates prior to July 1, 1996

Applicants applying for their first North Carolina license who have met requirements for licensure prior to July 1, 1996 (this includes testing requirements) can be issued licensure without additional testing. Test scores must have met North Carolina test requirements at the time program requirements for licensure were met.

Temporary permits for North Carolina approved program graduates

The Licensure Section may issue a temporary permit to graduates of North Carolina approved programs who have not satisfied test requirements, if they are employed in a North Carolina school The permit is valid for the school year of employment, during which time the individual must meet testing requirements. For individuals employed on or after January 1, the specialty area testing required must be met by June 30, of the following school year.

Temporary permits for reciprocity licensure

The Licensure Section may issue a temporary permit to individuals qualifying for licensure through reciprocity who have not met test requirements. A permit is valid for the school year during which the license is established. Testing requirements must be met within that time period. For individuals employed on or after January 1, the specialty area testing required must be met by June 30, of the following school year.

Testing Policies, Continued

Adding areas to an existing license

A satisfactory score on the NTE/Praxis series

- specialty area test or
- subject assessment

is required for each area added to an existing license.

Individuals who earn additional licensure areas from an out-of-state institution may receive a temporary permit in that area for the current school year, to meet North Carolina testing requirements. For individuals employed on or after January 1, the specialty area test requirement must be met by June 30, of the following school year.

Note: Applicants applying for their first North Carolina license who have scores that met North Carolina requirements at the time they completed program requirements for licensure, can be issued licensure without additional testing.

Compensatory scoring model

For The Praxis II subject assessment tests, North Carolina uses a flexible system for calculating scores called the "Compensatory Model". This allows an individual to score below the adopted score on an individual test (a minimum score is required for each test). Each subject assessment test is composed of two or three separate tests. However, to compensate for a lower score on an individual test, one must score higher than the adopted score on another of the individual tests required for that particular subject, to achieve the total required score.

An individual must score the minimum on each individual test and the required total passing score to meet the testing requirements.

The total passing score requirement is equal to the sum of the adopted scores for each separate test within the group of required tests for a particular subject.

Continued on next page

Testing Policies, Continued

School leaders licensure assessment test requirements	North Carolina has adopted the School Leaders Licensure Assessment as the required administrator license exam. Effective January 1, 1998, all administrator licenses issued require a passing score on the School Leaders Licensure Assessment (required score 155).
Exemptions to administrator license test requirements	Applicants who qualified for an administrative (Principal) license between January 1, 1993 and December 31, 1997, are exempt from this requirement. Applicants who qualified for an administrative (Principal) license prior to January 1, 1993, with administrative experience during January 1, 1993, to December 31, 1997, are exempt from this requirement.
Secondary licenses	Individuals who qualify for secondary and middle grade levels of the same subject must meet the testing requirement for the secondary level.
Adding an area to existing licenses	Individuals with a provisional license must meet the testing requirements in effect at the time the provisional license is issued.

Chapter 6 - Subject Areas

Overview

Background

State Board of Education policy requires that new license areas be designated and established prior to the initiation of new programs. Formal documentation of the Licensure Section's agreement to a proposed area must accompany the presentation of new programs or positions for the SBE's approval.

In this chapter

This chapter covers the following topics:

Topic	See Page
Birth through Kindergarten	6-2
Elementary Education (K-6)	6-3
Middle Grades (6-9)	6-4
Secondary (9-12)	6-10
Special Subjects (K-12)	6-14
Special Subject Area - JROTC	6-21

Birth through Kindergarten

Introduction

Effective August 6, 1992, the State Board of Education approved the creation of an undergraduate licensing program for teachers of children from birth through kindergarten.

License process

A birth through kindergarten license can be issued through the standard application process when an individual completes approved program requirements.

Pre-Kindergarten license areas

The table that follows lists the pre-Kindergarten license area codes and descriptions.

Notes:

- Items marked with an asterisk (*) indicate that initial licenses cannot be issued in these areas.
- Praxis II/NTE Specialty area or PLT test is not required for the Birth through Kindergarten license.

Currently held licenses are valid for employment.

Code	Description
00014	Birth through Kindergarten
00015	PreK-K*
88004	Preschool Handicapped*

Note: Items marked with an asterisk (*) indicate that initial licenses cannot be issued in these areas.

Elementary Education (K-6)

Introduction	The State Board of Education (SBE) authorized an elementary (K-6) license effective July 1, 1989. Elementary grades areas issued prior to that date were converted to the K-6 area.
Elementary license code	The elementary license code is 00025 for the Elementary grades (level K-6).
Second language endorsement	The elementary second language endorsement must attach to an existing elementary license and is valid for full-time assignment in grades K-6. Eighteen semester hours or the equivalent credit in a language is required for this endorsement.
Elementary education test	The SBE approved Praxis II tests beginning July 1, 1998. For test score requirements, see page 15-1.

Middle Grades (6-9)

Introduction

Middle grades licenses are issued in subject concentrations and are valid for teaching in grades 6 through 9. For middle grades licensing, an individual's university or college education should include completion of at least two of the four major subject areas listed below:

- language arts
- mathematics
- science, and/or
- social studies.

Licenses: Major academic areas

The table that follows lists the area codes and descriptions for middle-grade licenses in major academic areas.

Note: Middle grades science and social studies are issued in the comprehensive areas (78300 and 78400) but not in specific subjects such as biology, chemistry, history, or geography.

Area code	Description
78180	Language Arts
78200	Mathematics
78300	Science
78400	Social Studies

Licenses: Workforce Development areas

The table that follows lists the area codes and descriptions for middle-grade licenses in workforce development areas.

Area code	Description
78700	Agriculture
78710	Family Consumer Sciences
78720	Health Occupations
78730	Marketing
78760	Business
78820	Technology

Continued on next page

Middle Grades (6-9), Continued

Middle-grades assignments

Assignments in the sixth grade can be filled by teachers who hold a license that includes grade 6 (00025 or 78000).

Assignments in grades 7, 8, and 9 can be filled by a teacher who holds a license in one of the core subject areas (Mathematics, Language Arts, Social Studies, or Sciences) in the block.

Block combinations that do not include a core subject area must be staffed by a teacher who is licensed in each subject concentration in the block.

Self-contained classes

The middle grades license in one of the major subject areas (Mathematics, Language Arts, Social Studies, or Sciences) is also valid for teaching self-contained sixth, seventh, eighth, or ninth grade classes.

Continued on next page

Middle Grades (6-9), Continued

Out-of-field assignments

For out-of-field assignments in grades 6-9, LEAs must request the addition of appropriate middle grades subject concentrations to teachers' licenses. A license in a middle grades concentration normally requires

- 18 semester hours of course work in the specific subject area and
- the Praxis subject assessment tests.

Teachers fully licensed with one middle grades subject concentration and the appropriate 18 semester hours of credit can add additional middle grades subject concentrations without additional testing.

Teachers can qualify for a second middle grades subject concentration in Mathematics, Science, Social Studies, and/or Language Arts with 9 semester hours if they satisfy the Praxis subject assessment tests requirement.

Both college and staff development credits can be accepted.

Teachers with fewer than 18 semester hours or who have not taken the test can be issued a provisional license. Deficiencies must be made up at the rate of 6 semester hours or the equivalent each year.

Individuals who are secondary licensed teachers, if assigned to teach a corresponding area at the middle grade level, must be recommended by the employing LEA.

Note: Teachers in grades 7, 8, or 9 health assignments can meet in-field requirements with a license in any of the following areas: 00090, 00097, 00098, or 78097.

Continued on next page

Middle Grades (6-9), Continued

Workforce development areas

The middle grades workforce development education program consists of five courses in grades 6-8. Course titles and the license area required to teach them are as follows:

Course	License area
Exploring Biotechnology	• middle grades agriculture or • middle grades health occupations
Exploring Business and Marketing	middle grades business or marketing
Exploring Life Skills	middle grades family and consumer sciences
Exploring Technology Systems	middle grades technology
Exploring Career Decisions	any middle grades workforce development license
All of the above courses	career exploration (area 00777)

Requesting a middle grades workforce development license

LEAs can request a middle grades workforce development license for teachers with assignments in the middle grades workforce development education program. Teachers licensed by completion of an approved program in the secondary areas of

- agriculture education
- business education
- health occupations education
- family and consumer sciences education
- marketing education
- technology education

can add the corresponding middle grades area. Recommendation by the employing school system is required for a non-provisional license in the middle grades workforce development area.

Continued on next page

Middle Grades (6-9), Continued

Exploring biotechnology

Licensed teachers assigned to the middle grades workforce development program must acquire the appropriate vocational subject concentration by completing 18 semester hours in the following categories:

Exploring Biotechnology
Middle Grades Agriculture
- instructional methods
- planning agricultural education programs
- career counseling
- microbiology or genetics
- conservation or natural resources
- plant propagation or plant pathology or

Middle Grades Health Occupations Education - complete licensure or provisional licensure requirements for health occupations education.

Exploring business and marketing

Exploring Business and Marketing, Keyboarding, and Business Computer Technology
Middle Grades Business
- introduction to business
- business computer technology (6 hours)
- instructional methods
- business communications
- keyboarding or proficiency of 40 words per minute.

Continued on next page

Middle Grades (6-9), Continued

Exploring life skills

Exploring Life Skills
Middle Grades Family and Consumer Sciences Education
- instructional methods
- community and family services
- culinary arts and hospitality
- early childhood education
- food science, dietetics, and nutrition
- interior or apparel design.

Exploring technology systems

Exploring Technology Systems
Middle Grades Technology
- introduction to technology education programs (usually two courses) sponsored or endorsed by the DPI-Workforce Development
- two courses in the four technology systems (communication, manufacturing, structural, and transportation)
- safety, lab management, and facility planning for technology education
- philosophy, pedagogy, and curriculum development for technology education.

Secondary (9-12)

Introduction

The Licensure Section issues secondary licenses by subject area for teaching in grades 9-12.

Requirements

Qualifying for a secondary license requires completion of an approved education program in a college or university or equivalent.

LEAs assigning teachers to out-of-field secondary positions are required to apply for the appropriate license.

Secondary assignments of more than half-time require a secondary license. Less than half-time assignments can be filled by teachers who hold either a secondary license or subject endorsement.

Secondary license areas

The table below lists the secondary license area codes and descriptions.

Code	Description
100	English
200	Mathematics
300	Science
302	Earth Science
303	Physical Science
310	Biology
320	Physics
330	Chemistry
400	Social Studies
405	Political Science
410	Geography
420	History
431	Economics
432	Sociology
433	Anthropology
510	French

Continued on next page

Secondary (9-12), Continued

Secondary license areas (continued)

Code	Description
520	Spanish
530	German
580	Russian
590	Latin
600	Business Education
905	Bible
18000	Endorsement (last three digits indicate subject)
18105	Journalism endorsement (no full license issued in journalism)
18434	Psychology endorsement (no full license issued in psychology)
18825	Principles of Technology endorsement (no full license issued in principles of technology)

Provisional license requirements

Teachers must meet provisional secondary licensing by completing the following requirements:

- a college or university approved education program
- an NTE specialty area test or NTE/Praxis subject assessment tests.

Note: Teachers fully licensed in one Science area can qualify for additional science areas without additional testing.

Holders of a provisional license must earn a minimum of 6 semester hours or the equivalent each school year until all deficiencies have been satisfied. All requirements must be met within 5 years of the initial provisional license.

Continued on next page

Subject Area Endorsements

Introduction

Teachers serving half-time or less in an area may obtain an endorsement for that area. An assignment is considered half-time if teaching time is half of the instructional periods in the school assigned.

Example: In a 6-period day the holder of an endorsement can teach no more than 3 periods in the area of endorsement.

Endorsement requirements

Endorsements require a minimum of 18 semester hours in a specific subject area. Teachers clear provisional endorsements by meeting the credit requirement identified by the Licensure Section.

Credit can be earned through college course work and staff development programs.

The NTE/Praxis test is not required; the appropriate NTE/Praxis specialty area test or subject assessment can be substituted for a maximum of 9 of the 18 hours needed for an endorsement.

Endorsements must attach to full licensing in another area and are added at the class A level.

Endorsements are not issued for comprehensive Social Studies and/or Science.

Note: The journalism endorsement requires only 12 semester hours of appropriate course work in journalism.

Individuals not limited to half-time teaching

Teachers with the following endorsements are not subject to the limits of half-time teaching:

- chemistry (physical science teachers)
- elementary second language
- journalism
- K-12 computer education
- physics (physical science teachers)
- principles of technology.

Continued on next page

Subject Area Endorsements, Continued

Principles of technology endorsement

The principles of technology (PT) endorsement (18825) is required for all teachers in that assignment. This endorsement must be issued in conjunction with licensure in one of these areas:

- agriculture (700)
- physics (320)
- science (300)
- technology education (820), and trade preparatory programs (740, at class VA or higher only).

The following course work is required to qualify for the endorsement:

- one laboratory-based college physics course
- one laboratory-based college electricity/electronics course
- one advanced college physics or electricity/electronics course
- DPI-sponsored workshop for beginning PT teachers or DPI-approved PT course.

Special Subjects (K-12)

Background

Licensing in the special subject areas is valid for grades K-12 and encompasses

- academic subjects (for example, art and music)
- work assignments (for example, reading specialist), and
- special student populations (for example, exceptional children).

Qualifying for licensure in these areas normally requires completion of an approved education program.

Special subject license areas

The table below lists the codes and descriptions for licensing in Special Subject areas.

Note: Items marked with an asterisk (*) indicate that new licenses are not established in this area (established licenses are valid).

Code	Description
090	Physical Education
096	Safety and Driver Education *
097	Health Education *
098	Health Specialist
108	Theater Arts
109	Speech
110	English as a Second Language
190	Reading
511	French
521	Spanish
531	German
581	Russian

Continued on next page

Special Subjects (K-12), Continued

Special subject license areas license areas (continued)

Code	Description
800	Music
805	Dance
810	Art
999	Junior ROTC
18079	Computer Education (endorsement; no full licensing issued in this area)
88001	Cross Categorical (Mild-Moderate Disabled) (CC)
88002	Severely/Profoundly Mentally Disabled (SPMD)
88004	Preschool Handicapped*
88081	Mentally Disabled (MD)
88083	Visually Impaired (VI)
88085	Behaviorally/Emotionally Disabled (BED)
88086	Learning Disabled (LD)
88087	Academically Gifted (AG)
88088	Hearing Impaired (HI)

Endorsements in computer education

Endorsements are based on 18 semester hours of appropriate credit in computer education (no full licensing is issued in computer education). This license is limited to teaching assignments and can only be added to existing teaching areas.

Unlike most other endorsements, it is not limited to less than half-time teaching assignments, and it can be issued at the G level if the license holder has earned the instructional technology specialist - computers area (077).

Continued on next page

Special Subjects (K-12), Continued

Policy: exceptional children

In-field/out-of-field policy requires the appropriate license for each area of exceptionality to which the teacher is assigned. The policy specifies that if 50% or more of a class qualifies as an exceptional area, the teacher must be licensed in that area.

Example: A teacher licensed in learning disabled must also be licensed in behavior/emotionally disabled, if 50% or more of the students in his or her class are identified as behavior/emotionally disabled (BED).

Teachers with heterogeneous classes that include one or more children with special needs are not required to hold a license in exceptional children.

Notes:

- The appropriate NTE/Praxis specialty area test is also required to add an exceptional children area to an existing license.
- Teachers fully licensed in either CC, MD, BED, or LD can qualify to add either CC, MD, BED or LD without additional testing.

Adding a first area of exceptionality

Licensing in exceptional children is generally earned through an approved education program. However, a teacher may add a first exceptional child area to an existing license when requested by the employing LEA. For this process, the following rules apply:

Area	Special characteristics
Mentally disabled (MD), behaviorally/emotionally disabled (BED), and learning disabled (LD)	Requires 18 semester hours: • 6 in core exceptional children course work • 12 in the specific area.
Hearing impaired (HI)	Requires completion of an approved education program.

Continued on next page

Special Subjects (K-12), Continued

Adding a first area of exceptionality (continued)

Area	Special characteristics

Visually impaired (VI)	Requires 18 semester hours:
	
	• 6 in core exceptional children course work
	• 12 in the specific area, chosen from the following:
	  • introduction to Braille
	  • teaching Braille and communication skills
	  • methods and materials for teaching the visually impaired
	  • structure and function of the eye and low vision
	  • orientation and mobility.

Academically and intellectually gifted(A/G)	Requires 12 semester hours of specific credit in that area. Teachers of classes in which all students are identified as academically gifted must be • licensed in that area • licensed in the appropriate subject or grade level. **Note:** This area does not require that if 50% of the students are academically gifted, the teacher must be licensed in the area.
Severely/profoundly mentally disabled (SPMD)	Requires 18 semester hours: • 6 hours of core exceptional children coursework • 12 semester hours of specific credit in severely/profoundly mentally disabled.

Continued on next page

Special Subjects (K-12), Continued

Adding a first area of exceptionality (continued)

Code	Special characteristics
Cross-categorical (CC)	Cross-categorical licensing is valid for the following assignments: • mentally disabled • learning disabled, and • behaviorally/emotionally disabled. Requires 24 semester hours: • 6 semester hours of core course in exceptional children • 6 in mentally disabled • 6 in learning disabled • 6 in behaviorally/emotionally disabled.

Adding a second area of exceptionality

The table below lists requirements for adding a second area of exceptionality to the license.

Area	Special characteristics
• Mentally disabled • Learning disabled • Behaviorally/emotionally disabled	Requires 9 semester hours of credit specific to the area added.

Continued on next page

Special Subjects (K-12), Continued

Adding a second area of exceptionality (continued)

Area	Special characteristics
Visually impaired	Requires 9 semester hours taken from the following: • introduction to Braille • teaching Braille and communication skills • methods and materials for teaching the visually impaired • structure and function of the eye • low vision • orientation and mobility.
Severely/profoundly mentally disabled	Requirements are based on the individual's first area of licensure in exceptionality: • an individual licensed in mentally disabled must complete 9 semester hours of credit in severely/profoundly disabled. • an individual licensed in an exceptional children area other than mentally disabled (excluding academically gifted) must complete 12 semester hours of credit in severely/profoundly mentally disabled.
Cross-categorical	Cross-categorical licensing is available for teachers who already hold another exceptional children area (excluding academically gifted). Second area licensing requires 18 semester hours: • 6 semester hours of course work in mentally disabled • 6 hours in learning disabled • 6 in behaviorally/emotionally disabled.

Continued on next page

Special Subjects (K-12), Continued

Safety and driver education requirements

This license requires the completion of an approved program.

Effective with the 1991-92 school year, Driver Education teachers are required to hold either the Driver Education license issued by the Licensure Section or an authorization by the Department of Motor Vehicles. North Carolina colleges have dropped their Driver Education programs. Therefore, non-licensed driver education instructors are required to have completed a "licensed instructor course" approved by the Department of Motor Vehicles. The community college system usually offers these courses.

Special Subject Area - JROTC

Introduction

Policies issued by the SBE regarding the Junior Reserve Officer Training Corps (JROTC) program are unique to that area. The evaluation made by the Licensure Section for JROTC instructors can be determined with or without a university degree.

Policy: JROTC instructors

All Junior ROTC instructors must be licensed.

All JROTC personnel, regardless of whether their former military rank was commissioned or noncommissioned, must be licensed to serve as an JROTC instructor.

ROTC personnel are subject to all policies applicable to other professionals, such as the Initial Licensure Program and tenure.

Requirements

To meet the requirements for JROTC, applicants must complete 9 semester hours or the equivalent in professional training appropriate to teaching in the following:

- foundations of education or
- educational psychology or
- adolescent psychology
- teaching methods and materials
- reading relative to the content area.

Note: The ROTC training course that the military use to establish eligibility as a JROTC instructor can fulfill the first course requirement (foundations of education, etc.) if the employing school superintendent recommends the substitution.

Continued on next page

Special Subject Area - JROTC, Continued

Teaching experience credit

Military experience is awarded up to a maximum of 10 years (based on a minimum of 20 years of retirement from the military service). JROTC instructors authorized for service by the military based on retirement of less than 20 years are credited experience based on non-teaching work experience rules (see page13-9).

Requirements: (or higher) license

Applicants who hold a bachelor's degree and apply for a license at class VA or higher must take the Praxis Principle of Learning and Teaching (PLT) test and meet the score requirements listed in *Appendix A*.

Degree holders may request that their licenses be issued on a non-degree basis, which does not require test scores. The salary schedule is the same for those licensed with or without a four-year degree.

Application materials required

The applicant for a JROTC license must file the following with the Licensure Section:

Item	Description
Forms	• Form A (*Application for a North Carolina License*) • Form N (*Verification of Employment in a North Carolina School*) • Form E (*Verification of Experience*) if the applicant has classroom teaching experience, other than while in the military
Military papers	• A letter of military approval to serve as a JROTC instructor. • A copy of military separation papers (DD-214).
Transcripts	Transcripts of credits or degree and/or documentation of special preparation to teach JROTC if applicant has both or either.
Scores	NTE/Praxis scores if applicant holds a bachelor's degree (Application can be made without test scores).
Fee	**$65**

Chapter 7 - Teacher Licensure for Workforce Development (Vocational) Education

Overview

Background

The preferred route for earning workforce development (vocational) education licensure is from a college or university program approved by the State Board of Education. Provisional regulations outlined in this chapter may be used when there is the following

- a critical shortage of teachers in the field
- limited number of college programs
- unique requirements for a workforce development (vocational) area.

Provisional regulations specify the degree requirement, work experience, and/or course work for establishing licensure.

In this chapter

This chapter covers the following topics:

Topic	See Page
Workforce Development (Vocational) Education License Areas	7-2
Requesting Provisional Workforce Development (Vocational) Licenses	7-4
General Provisional Licensure Requirements	7-5
Clearing General Provisional Requirements	7-7
Specific Requirements by Area	7-8

Workforce Development (Vocational) Education License Areas

Introduction

Provisional regulations that apply to all initial workforce development (vocational) education areas issued by the Licensure Section are specified in this chapter.

Workforce development (vocational) education license areas

The table that follows lists the codes and descriptions for workforce development (vocational) education license areas.

Code	Description
700	Agricultural Education
710	Family and Consumer Sciences Education
711	Workforce Development (Vocational) Director
720	Health Occupations Education
730	Marketing Education
740	Trade and Industrial Education 74010 Collision Repair 74015 Automotive Service 74020 Cabinetmaking/Furniture 74025 Carpentry 74030 Cosmetology 74035 Electrical Trades 74040 Electronics 74045 Printing and Graphics 74050 Electro-Mechanical Maintenance 74055 Masonry 74060 Mechanical Systems-HVAC or Plumbing 74065 Metals Manufacturing 74070 Drafting 74075 Textiles 74080 Welding 74085-Work Development (formerly Industrial Cooperative Training) 74095-Specialized

Continued on next page

Workforce Development (Vocational) Education License Areas, Continued

Code	Description
747	Career Development Coordinator
760	Business Education
770	Handicapped/Disadvantaged
777	Career Exploration (This area is no longer issued, but established licenses are valid.)
820	Technology Education

Requesting Provisional Workforce Development (Vocational) Education Licenses

Requesting provisional workforce development (vocational) licenses

LEAs should request workforce development (vocational) education licenses for employees on forms that comply with the State Board of Education regulations for licensing of workforce development (vocational) education personnel.

To add provisional workforce development (vocational) areas to an existing license use

- Form I (*Application to Add In-Field Licensing*) and
- Form E (*Verification of Experience*) if applicable
- Form NE (*Verification of Non-Teaching Experience*) if applicable.

To request an initial workforce development (vocational) license in areas that do not require the completion of an approved program use the application packet entitled *Lateral Entry and Initial Workforce Development Licenses: How to Apply*.

General Provisional Licensure Requirements

Overview

Qualifying for a provisional license requires specified degrees, work experience, and course work depending on the program area. Evaluations for workforce development (vocational) areas specified in this chapter are made by the Licensure Section at the request of the employing school system.

Degree requirements

Depending on the specialty area of teaching, degrees for provisional licensure are sometimes not required, as specified in this chapter. A baccalaureate degree is required except in Handicapped/Disadvantaged, Trade and Industrial Education, Health Occupations, and Family and Consumer Sciences. This chapter outlines the degrees and work experience required for teaching in each program area.

Work experience

Creditable work experience in a technical field appropriate to the workforce development (vocational) education licensure area (preferably within the past five years) is required to qualify for provisional licensure. Work experience earned after age eighteen can be considered for either the work experience requirement or salary purposes.

In some cases, a 300-hour directed work experience/internship from an approved teacher education program can be substituted for a work experience requirement. In calculating non-teaching work experience, eligible experience is expressed in total number of full-time months, divided by twelve. If the quotient has a remainder of six months or more, it is rounded to the next full year.

In areas that do not require a bachelor's degree, work experience beyond that required for licensure can be used to calculate experience for salary purposes. In areas that do require a bachelor's degree, all eligible non-teaching experience can be used to calculate experience for salary purposes.

Note: In order to be creditable towards teaching experience for salary purposes, the non-teaching experience must be directly related to the workforce development license area. Only full-time (40-hour week) experience can be considered. Experience is calculated on a calendar month basis and cannot be combined with other types of experience (for example, teaching assistant, teaching).

Continued on next page

General Provisional Licensure Requirements, Continued

Calculating non-teaching experience

Calculate the non-teaching experience by doing the following:

- total the full-time calendar months of experience
- divide the total months by 12 to determine the non-teaching work experience (if a remainder of 6 months round up by 1 year)

Note: One year of experience is awarded for each year.

To be credited, this experience must be recommended by the employee's designated personnel administrator and is contingent on employment in the area.

Note: If an individual holds more than one workforce development area with qualifying experience, experience is credited only for the area with the highest experience. For example: A trades preparatory teacher has six years of carpentry experience and four years of electrician experience. The experience credited is based on the carpentry experience only.

Course work

Individuals must complete a minimum of six semester hours or the equivalent each year from the total list of requirements until all hours are completed. A maximum of 5 years is allowed to complete course work. Course work earned must be specifically applicable to meeting the requirements as specified.

NTE/Praxis

Individuals must meet the required score on the NTE/Praxis Principles of Learning and Teaching (PLT) test. Each program area designates the specific testing requirements.

Clearing General Provisional Licensure Requirements

Introduction

To clear the provisional area the following general requirements must be completed.

Course work in pedagogy

Individuals must complete 3 semester hours of course work selected from one of the following areas:

- psychology of learning (required for trade and industrial education)
- special populations
- career counseling
- instructional technology.

Course in reading

Individuals must earn 3 semester hours in reading relative to the content area.

NTE/Praxis:

The NTE Principles of Learning and Teaching (PLT) test and a Praxis II subject assessment test (if one exists for the area sought) are required for licensing at class VA and above. Taking the PLT test can be delayed until completion of the courses required to clear the provisional license.

Specific Requirements by Area

Overview

The prerequisites for provisional and clear licensing described in this chapter are in addition to the section on *General Requirements* starting on page 7-5. They are presented in numerical order by the code number of the workforce development (vocational) teaching area.

700 - Agricultural Education

Introduction

This section describes the specific requirements for a workforce development (vocational) license in area 700, Agriculture, at class VA or above. Also see the section about *General Requirements* that begins on page 7-5.

Specific provisional license requirements

Qualifying for a provisional workforce development (vocational) license (PVA) requires:

- a bachelor's degree in technical agriculture (for example, horticulture, animal science, natural resource management) from a regionally accredited college or university
- three years work experience in an agricultural occupation.

Clearing specific provisional requirements

Clearing the specific provisional status requires twelve semester hours or the equivalent from the following:

- instructional methods
- curriculum development
- classroom assessment and evaluation
- work-based learning organization
- program planning and management

710 - Family and Consumer Sciences

Introduction

This section describes the specific requirements for a workforce development (vocational) license in area 710, Family and Consumer Sciences Education at class V or above. Also see the section about *General Requirements* that begins on page 7-5.

Specific provisional license requirements

Qualifying for a provisional workforce development (vocational) license requires:

For a PVA license, a bachelor's degree in a Family and Consumer Sciences career-focused area as follows:

- apparel design
- child development, family studies, or community and family services areas
- foods and nutrition; food service or culinary arts; or food science
- interior design

plus a minimum of three years work experience in a related occupation, two of which should be within the past five years.

For the PV license, an associate's degree in

- culinary arts or
- hotel and restaurant management

plus a minimum of four years work experience in that field two of which should be within the past five years.

Note: The career-focused Family and Consumer Sciences areas allow individuals to teach only in the area of training.

Clearing specific provisional requirements

Clearing the provisional status requires twelve semester hours or the equivalent from the following:

- instructional methods
- curriculum development
- classroom assessment and evaluation
- organization and management of vocational student organizations
- work-based learning strategies
- program planning and management

In addition, an eighty-hour in-service program sponsored or endorsed by the DPI Division of Workforce Development.

710 - Family and Consumer Sciences, Continued

Testing requirements

The testing requirements for class A and above for Family and Consumer Sciences is the minimum acceptable score on the NTE/Praxis - Home Economics Education test and the Principles of Learning and Teaching test. For test score requirements, see page 15-1.

The testing requirement for Family and Consumer Sciences career-focused areas, Class VA, is the minimum acceptable score on the Principles of Learning and Teaching test.

711 - Workforce Development (Vocational) Director

Introduction

This section describes the specific requirements for a workforce development (vocational) license in area 711, Workforce Development Director, at class SG or above.

Specific provisional license requirements

Qualifying for a provisional license requires:

- clear class VA or A licensing in a workforce development (vocational) education area or administrative/supervision licensure
- a master's degree from an approved education program
- a minimum of five years teaching, supervisory, or administrative experience within the preceding eight years (two years minimum in workforce development education programs).

Clearing specific provisional requirements

Clearing the provisional status requires fifteen semester hours from the following areas:

Technical area (6 semester hours)
- workforce development program planning and organization
- work-based learning organizations

Professional (9 semester hours)
- curriculum development in workforce education
- philosophy and administration of workforce education
- evaluation techniques

Internship sponsored by the DPI Workforce Development Education.

Testing requirements

The minimum acceptable score on the NTE/Praxis-Educational Leadership and Administration and Supervision. For test score requirements, see page 15-1.

720 - Health Occupations Education

Introduction

This section describes the specific requirements for a workforce development (vocational) license in area 720, Health Occupations Education, at class V or above. Also see the section about *General Requirements* that begins on page 7-5.

Specific provisional license requirements

Qualifying for a provisional license requires:

- graduation from a nationally accredited institution in nursing
- bachelor's degree in nursing from a nationally accredited institution (only for class VA; not required for class V license)
- an active North Carolina license as a registered nurse
- a minimum of three years work experience as a supervisor and/or teacher in a health care or maintenance occupation, one year of which was within the past two years.

Clearing specific provisional requirements

Clearing the provisional status requires 12 semester hours from each of the following categories:

6 semester hours:
- instruction methods
- philosophy of education or principles of education
- program planning and management
- curriculum development

6 semester hours:
- classroom assessment and evaluation
- health careers/health industry survey
- work-based learning organization.

Testing requirements

The minimum acceptable score of the Principles of Learning and Teaching (PLT). For test score requirements, see page 15-1.
Note: Test requirements apply only to class A and VA licenses or above.

730 - Marketing Education

Introduction

This section describes the specific requirements for a workforce development license in area 730, Marketing Education, issued at class VA or above. Also see the section about *General Requirements* that begins on page 7-5.

Specific provisional license requirements

Qualifying for a class PVA provisional license requires:

- a bachelor's degree in business, marketing, management, or related area from a regionally accredited college or university
- a minimum of three years work experience in a marketing occupation, two of which should be within the past 5 years
- 12 semester hours earned in technical marketing or merchandising, for example:
  - sales
  - marketing
  - advertising
  - promotion
  - merchandise analysis
  - marketing management.

Clearing specific provisional requirements

Clearing the provisional status requires 12 semester hours from the following:

- instructional methods (required)
- work-based learning organization
- classroom assessment and evaluation
- curriculum development
- program planning and management

Testing requirements

The minimum acceptable score on the NTE/Praxis - Marketing Education Test. For test score requirements, see page 15-1.

740 - Trade and Industrial Education

Introduction

This section describes the specific requirements for a workforce development license in area 740, Trade and Industrial Education, issued at class V or above. Also see the section about *General Requirements* that begins on page 7-5.

Class V specific provisional license requirements

Qualifying for a Provisional license requires:

- a high school diploma (or GED)
- four years work experience in the industrial trade occupation, two should be within the last 5 years.

Clearing class V specific provisional requirements

Clearing the provisional status for Level I requires 15 semester hours from the following:

- introduction to trade and industrial education
- instructional methods
- vocational student organization
- media technology for teachers
- classroom, laboratory, and shop safety.

Clearing the provisional status for Level II requires 38 semester hours at an approved community college.

Clearing the provisional status for Level III requires the completion of the associate degree in occupation education with a concentration in trade and industry.

Class VA specific provisional requirements

Qualifying for a class VA provisional license requires the following:

- a bachelor's degree from a regionally accredited college or university in trade and industry
- three years work experience in an industrial trade occupation, two should be within the last five years.

Note: Trade and Industrial Work Development (74085) requires a bachelor's degree in a trade and industrial area and three years work experience in the trade and industry area.

Continued on next page

740 - Trade and Industrial Education, Continued

Clearing class VA specific provisional requirements

Clearing the provisional status requires 15 semester hours (or the equivalent) from the following:

- introduction to trade and industrial education
- instructional methods
- media technology for teachers
- classroom laboratory and shop safety
- special populations

Testing requirements

The minimum acceptable score on the Principles of Learning and Teaching (PLT) test. For test score requirements, see page 15-1.

747 - Career Development Coordinator

Introduction

This section describes the specific requirements for a workforce development (vocational) license in area 747, Career Development Coordinator, issued at class VA or above. Also see the section about *General Requirements* that begins on page 7-5.

Specific provisional license requirements

Qualifying for a class VA or VG (vocational) license requires:

- a bachelor's degree in a workforce development education program area or a master's degree in school counseling or career counseling from a regionally accredited college or university
- one year of documented work experience related to business, industry, or labor (should be within the last 5 years) or
- one year as a coordinator of work-based learning in a workforce development education program area.

Clearing specific provisional requirements

Clearing the provisional status for workforce development educators requires certification as a Nationally Certified Career Facilitator or 6 semester hours from the following:

- counseling theory (required)
- career development and counseling
- career and life planning
- career development and occupational information

Note: These 6 semester hours are not required if the individual holds a license in school counseling or career counseling.

Clearing the provisional status for school counselors or career counselors requires certification as a Nationally Certified Career Counselor or 6 semester hours from the following:

- program planning and organization
- work-based learning organization

Note: These 6 semester hours are not required if the individual holds a license in a workforce development area.

760 - Business Education

Introduction

This section describes the specific requirements for a workforce development (vocational) license in area 760, Business Education. Also see the section about *General Requirements* that begins on page 7-5.

Specific provisional license requirements

Qualifying for a class PVA, provisional license requires:

- A bachelor's degree in a business field, for example
  - administrative services
  - business administration
  - accounting, or
  - management information systems, from a regionally accredited college or university
- a minimum of three years work experience in business occupations within the past 5 years.

Clearing specific provisional requirements (area 760)

Clearing the provisional status requires 12 semester hours from the following:

- instructional methods (required)
- introduction to computer concepts and applications
- business information systems
- business computer programming
- philosophy, administration, and supervision
- curriculum development
- classroom assessment and evaluation
- work-based learning organization.

Testing requirements

The minimum acceptable score on the NTE/Praxis-Business Education test and the Principles of Learning and Teaching (PLT) test. For test score requirements, see page 15-1.

770 - Handicapped/Disadvantaged (Special Populations)

Introduction

This section describes the specific requirements for a workforce development (vocational) license in area 770, Handicapped/Disadvantaged (Special Populations) issued at class V, VA or above. Also see the section about *General Requirements* that begins on page 7-5.

Specific provisional license requirements

Qualifying for a class PV (provisional vocational) license requires licensing in a workforce development education area related to job responsibilities.

Qualifying for a class PVA (provisional vocational) license requires a bachelor's degree in

- a workforce development education program area
- an exceptional children area
- a vocational evaluation curriculum.

Clearing specific provisional status

Clearing the provisional status requires twelve semester hours from each of the following categories:

3 semester hours of workforce development assessment from the following:

- fundamentals of workforce development assessment
- workforce development assessment in school settings
- workforce development assessment practices for special needs students

6 semester hours of guidance, counseling, and career development from the following:

- cross cultural counseling
- principles of career counseling and development
- theories and techniques of counseling
- guidance and testing

3 semester hours in workforce development education from the following:

- instructional methods
- curriculum modification for special needs students
- education of special needs students

820 - Technology Education

Introduction

This section describes the specific requirements for a workforce development license in area 820,Technology Education, at VA or above. Also see the section about *General Requirements* that begins on page 7-5.

Specific provisional license requirements

Qualifying for a class PVA (provisional vocational) license requires:

- a bachelor's degree in industrial technology or engineering, or
- current licensure in mathematics (200), science (300), trade and industrial education (740) at VA or higher.
- one year experience in a technology occupation or a 300 directed work experience/internship from an approved teacher education program.

Clearing specific provisional status

Clearing the provisional status requires 12 semester hours from:

- 6-semester hours of course work to include a minimum of two of the four technology systems (communications, manufacturing, structural, and transportation)
- One 3-semester hour course on safety, lab management, and facility planning
- One 3-semester hour course on philosophy, pedagogy, and instructional methods for Technology education.

In addition, an 80-hour in-service program, sponsored or endorsed by the DPI Workforce Development, preferably prior to teaching.

Testing requirements

The minimum acceptable score on the NTE/Praxis - Technology Education test. For test score requirements, see page 15-1.

Chapter 8 - Special Service Personnel

Overview

Background

Special Service personnel includes licensure, which is either administrative or instructional support. For these personnel, there may be tenure differences, term contracts, unique salary schedules, and restrictions on provisional licenses available.

In this chapter

This chapter covers the following topics:

Topic	See Page
Special Service Personnel Licensing	8-2

Special Service Personnel Licensing

Administrator and student service personnel

The table below lists the codes and descriptions for Special Service Personnel.

Code	Description
011	School Administrator - Superintendent***
012	School Administrator - Principal** School Administrator - Assistant Principal**
113	Curriculum-Instructional Specialist**
711	Workforce Development Director**
88099	Program Director (Exceptional Children)**
077	Instructional Technology Specialist - Computers**
078	Media Supervisor
005	Counselor**
006	School Social Worker
026	School Psychologist***
074	Instructional Technology Specialist - Telecommunications
075	Associate Media Coordinator*
076	Media Coordinator**
88082	Speech-Language Pathologist**
88003	Audiologist**
008	Mentor* (not issued after 7/1/98)

Notes:

- Student service license areas are grouped under special service personnel and include counselors, social workers, school psychologists, media coordinators, speech language pathologists, and audiologists.
- Items marked with an asterisk (*) indicate that new licenses are not established in this area (established licenses are valid).
- Items marked with a double-asterisk (**) indicate initial licenses issued only at master's level or above.
- Items marked with a triple-asterisk (***) indicate initial licenses issued only at sixth-year level or above

Continued on next page

Special Service Personnel Licensing, Continued

School nurses

The DPI licensure section does not license school nurses. However, beginning **July 1, 1993**, all newly employed school nurses shall be required to hold a school nurse certificate from the American Nurses Association (ANA) of the National Association of School Nurses (NASN). Registered nurses without ANA or NASN may be employed provisionally and must complete licensure requirements within three years.

Requirements for licensure

The table that follows lists the requirements for specialty areas of licensure.

Employment Area	Requirements
Superintendent (011)	• a superintendent and principal license with a minimum of one year of experience (or the equivalent) as a principal • advanced graduate level (sixth-year degree) in school administration • School Leaders Licensure Assessment test.
Principal (012)	• a principal's license • completion of an approved program in school administration at the master's level or above • meet the required score on the Interstate School Leaders Licensure Assessment test administered by ETS. • no provisional principal's licenses are issued.
Assistant Principal(012)	• a principal's license. • completion of an approved program in school administration at the master's level or above • meet the required score on the Interstate School Leaders Licensure Assessment test administered by ETS • no provisional principal's licenses are issued.

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Special Service Personnel Licensing, Continued

Requirements for licensure (continued)

Employment Area	Requirements
Curriculum-Instructional Specialist (113)	• a curriculum-instructional specialist license • completion of an approved program for a curriculum-instructional specialist at the master's degree level or above • plus NTE/Praxis Educational Leadership: Administrative and Supervision (#410). **Note:** All personnel in supervisor or director assignments with specific responsibilities as instructional leaders, who consult with and advise teachers, administrators, and other professional personnel, must hold a curriculum-instructional specialist license.
Workforce Development Director (711)	• completion of an approved program for a workforce development director at the master's level or above **Note:** For specific requirements, see page 7-11.

Continued on next page

Special Service Personnel Licensing, Continued

Requirements for licensure (continued)

Employment Area	Requirements

Exceptional Children-Program Director (88099)	• a master's degree in an exceptional children area or an advanced (sixth year) degree in school psychology and
	• nine graduate semester hours of credit in
	  • administration
	  • curriculum development
	  • and supervision
	  • plus NTE/Praxis Educational Leadership: Administrative and Supervision (#410) or
	  • a master's degree in administration and/or curriculum instruction and
	• nine semester hours of course work in exceptional children
	Note: Licensure as an exceptional children program director is a supervisory classification.

Continued on next page

Special Service Personnel Licensing, Continued

Requirements for licensure (continued)

Employment Area	Requirements
Instructional Technology Specialist - Computers (077)	• an instructional technology specialist-computer's license • completion of a college or university program at the master's level or above • plus NTE/Praxis Educational Leadership: Administrative and Supervision (#410) **Note:** Individuals serving in the computer coordinator capacity are paid according to the position allotment since special allotments at the supervisory pay level are not provided by the state.

Media Supervisor (078)	• hold or be eligible to hold a media coordinator's license
	• completion of nine graduate semester hours in
	  • administration
	  • curriculum development
	  • and supervision
	  • plus NTE/Praxis Educational Leadership: Administrative and Supervision (#410)

Counselor (005)	• a counselor's license • completion of an approved program in school counseling at the master's level or above • plus NTE/Praxis School Guidance and Counseling test
School Social Worker (006)	• a school social worker's license • completion of an approved program in school social work at the bachelor's level or above.

Continued on next page

Special Service Personnel Licensing, Continued

Requirements for licensure (continued)

Employment Area	Requirements
School Psychologist (026)	• a school psychologist's license • completion of an approved program in school psychology at the sixth-year level. • plus NTE/Praxis School Psychology (#400)
Instructional Technology Specialist-Tele-communications (074)	• new licenses are not issued in this area • established licenses are valid
Associate Media Coordinator (075)	• New licenses are not issued in this area • established licenses based on • completion of an approved program prior to July 1, 1984, at the bachelor's level license (no requirement to upgrade to the master's level)
Media Coordinator (076)	• a media coordinator license • completion of an approved program for a media coordinator at the master's degree level or above or • completion of an approved program after July 1, 1984, allows a provisional license upon employment with requirement to update to master's degree level or • obtain a provisional media coordinator license as explained in *Chapter 10, Out-of-Field Assignments* • plus NTE/Praxis Library Media Specialist (#310)

Continued on next page

Special Service Personnel Licensing, Continued

Requirements for licensure (continued)

Employment Area	Requirements
Speech-Language Pathologist (88082)	• a speech-language pathologist license • completion of an approved program in speech pathology at the master's level or above. • provisional licensing at the bachelor's level for those who completed a speech language program after July 1, 1982, is contingent upon employment until July 1, 2000, when all provisional speech-language pathologists must hold a master's level or above. • non-provisional "A" license holders must complete requirements for a "G" license by July, 1, 2005. • plus NTE/Praxis Speech-Language Pathology (#330)
Audiologist (88003)	• an audiologist license • completion of an approved program in audiology at the master's level or above or • an audiology license from the American Speech-Language-Hearing Association, or • a license from the North Carolina Board of Examiners for Speech and Language Pathologist and Audiologist, and • NTE/Praxis Audiology (#340)
Mentor (008)	New licenses are not established in this area (established licenses are valid).

Chapter 9 - The Initial Licensure Program

Overview

Background

The Initial Licensure Program (ILP) is a three-year period of support and assessment for novice teachers. At the end of this period, the teacher is either granted or denied a continuing license based on classroom performance. If a continuing license is granted, it is issued with a five-year dating cycle.

Each Local Education Agency (LEA), in collaboration with Institutions of Higher Education (IHEs), must establish a plan of assistance and evaluation for teachers participating in the ILP.

The ILP support system

The fundamental purpose of the ILP is to offer support for an individual's professional growth during the first three years of employment. Support consists of the following:

- a mentor
- periodic assessment of skills
- evaluations of performance
- an Individual Growth Plan (IGP)

All initially licensed teachers (ILTs) must be assessed using the current State Board of Education (SBE) approved evaluation process.

Determining eligibility requirements

The LEA designated ILT coordinator is responsible for determining eligibility for continuing licensure based on completion of ILT requirements approved by the SBE.

Continued on next page

Overview, Continued

Who is required to participate in the ILP?

Teachers with fewer than three years of experience (normally considered to be public school experience) are issued initial licenses and must participate in the ILP.

Teachers from states not included in North Carolina reciprocity agreements must participate in an ILP regardless of their length of experience.

Note: Classroom assignments, for which no specific license area is mandated (for example, in-school suspension (ISS) or remediation assignments) are ineligible toward satisfying the ILT requirement.

Who does not have to participate in the ILP?

Teachers with three or more years of experience (as determined by the Licensure Section) are not required to serve in an ILP.

The following special service personnel positions do not participate in an ILP:

- student service personnel (media coordinators, counselors)
- administrators
- curriculum-instructional specialists.

An out-of-state teacher is not subject to ILP requirements, if the teacher:

- has a North Carolina license based on interstate reciprocity or completion of an NCATE-approved education program, and
- has three or more years of experience (as determined by the Licensure Section).

Continued on next page

Overview, Continued

Special requests for exemptions

Employers may request an exemption from an ILP for teachers with equivalent non-public teaching experience. Requests must be made in writing to the Licensure Section on Form R *(Special Requests)*. It is the responsibility of each LEA to verify experience.

Equivalent non-public teaching experience requirements

To be equivalent to a public school teaching experience, the non-public teaching assignment must be equal using the following characteristics:

- number of professional staff
- average class size
- grade range and student ages
- length of school day
- length of school year, and
- accreditation.

In this chapter

This chapter covers the following topics:

Topic	See Page
The Initial Licensure Program Process	9-4
Regulations	9-6
ILP for Permanent Part-Time Teachers	9-7
Initial Licensure Program Plans	9-8
Lateral Entry and the ILP	9-10
Recommendations for a Continuing License	9-11
Provisional Areas and ILP	9-12
Appeals	9-13

The Initial Licensure Program Process

Period and extensions

A license with an active ILP status is issued for up to 3 years. If the license is in either the last year or last two years of its renewal cycle, it is only issued for the remainder of the renewal cycle.

Because licenses with an active ILP code are not automatically extended at the end of the fiscal year, personnel administrators must do the following:

- make a written request on Form R *(Special Requests)* to the Licensure Section for a one or two-year extension
- verify that the individual earned the appropriate credit for a new 5-year renewal cycle.

Note: Teachers in positions that do not qualify for the ILT program can have their initial licenses extended beyond the three year period.

Non-public school ILP plans

Non-public schools can submit a plan to the State Board of Education (SBE) to establish an initial licensure program. This allows the non-public schools to recommend teachers for continuing licensure.

Stages of the ILP process

The following shows the stages and descriptions of the ILP process.

Stage	Description
1	A full time or permanent part-time (50% or more) teacher meeting ILP requirements is assigned to a position in the appropriate area of licensure. Participants are required to serve at least 50% of the school's instructional day in an assignment appropriate to their area of initial licensing. **Note**: Appropriate assignment follows in-field/out-of-field regulations that specify a match between license area and assignment.
2	An automatic conversion from inactive employment status to active employment status occurs for the initially licensed teachers employed in the public school system.
3	The LEA must request a status change (see number 2) in writing for individuals who do not get converted through the automatic process.

Continued on next page

The Initial Licensure Program Process, Continued

Stages of the ILP process (continued)

<table>
<tr><th>Stage</th><th>Description</th></tr>
<tr><td>4</td><td>The teacher serves three years within a 5-year period from the date of enrollment to complete the initial licensure process.

<u>Note</u>: It is preferred but not required that the three years be successive.</td></tr>
<tr><td>5</td><td>During the 3 years of initial licensure, the teacher's performance is evaluated.

<table>
<tr><th>If the evaluation is...</th><th>Then...</th></tr>
<tr><td>successful</td><td>the teacher is granted a continuing license with a five-year dating cycle.</td></tr>
<tr><td>Unsuccessful</td><td>the initial license becomes null and void.</td></tr>
</table>
<u>Note</u>: Any teacher not recommended for conversion from an initial license to a continuing license may have that action reviewed by filing a contested case petition in accordance with Article 3 of Chapter 150B of the General Statutes. As an alternative, the teacher may contact an approved teacher education program and complete a program of study as prescribed by the IHE to correct deficiencies. After the teacher successfully completes the required additional training, the IHE must recommend the teacher for another initial license. The teacher is then required to complete another ILP. Local boards of education are responsible for explaining appeal rights to teachers not qualifying for continuing licensure when employed. This procedure is initiated through the following office:

Office of Administrative Hearings
424 North Blount Street
P.O. Drawer 27447
Raleigh, North Carolina 27611-7447
Telephone: 919-733-2691</td></tr>
</table>

Regulations

Introduction	This section covers the ILP regulations specific to the type of license.
Teacher requirements	Completion of ILP requirements in one teaching area satisfies the ILP requirement for all other teaching areas. Once a continuing license has been earned in one teaching area, additional teaching areas do not require an ILP experience.

ILP for Permanent Part-Time Teachers

Eligibility requirements	A teacher employed on a permanent part-time basis (50% or more) for 6 successive calendar months in one LEA or non-public school with an approved plan is eligible to complete ILP requirements in three years. If necessary, the LEA may request extension of the ILP for up to three years for part-time employees.
Employment assignment requirements	The teacher must be appropriately assigned in the area of initial licensure and enrolled as a full participant in an ILP. The LEA is responsible for assuring that the teacher has the opportunity to demonstrate competencies specified by the current State Board of Education (SBE) instruments/processes. Part-time employees with unsuccessful evaluations must be given three full-time years of experience before they can be denied continuing licensure.
Who is not eligible?	A teacher who is employed for less than 50% of the time is not eligible to participate in the Initial Licensure Program.

Initial Licensure Program Plans

Policy

Each local board of education must develop a comprehensive ILP plan for initially licensed teachers. The ILP plan must be approved by the local board of education and include a provision that each ILT be assigned a mentor.

LEAs must submit an annual report on it's ILP program to the DPI by December 1.

The DPI may require LEAs to rewrite plans that are incomplete.

Non-public school ILPs

Non-public schools approved to administer license renewals can submit an initial licensure plan following the same procedures as public schools; however, their plans must be presented to the SBE for approval.

ILP plan requirements

An Individual Growth Plan (IGP) that identifies goals and strategies for improving professional skills must be prepared for each initially licensed teacher in collaboration with the principal or designee. The plan should address areas of individual growth.

A cumulative file must be maintained for each ILT. It contains the IGP and official documentation of performance on the appropriate performance appraisal instruments/process.

Near the end of the school year, during the ILT's third year of employment, the local official designated to monitor the ILP determines, based on documentation in the cumulative ILT file, whether the employee should be recommended for a continuing license.

Continued on next page

Initial Licensure Program Plans, Continued

Observation requirements

An observation of classroom performance is required of ILTs using the evaluation guidelines adopted by the SBE. Each observation must be for at least one class period or instructional activity, followed by a conference. One observation must be preceded by a conference.

Observation schedule: The observation schedule should be equally distributed over the course of the school year.

Each initially licensed teacher shall be:

- observed at least three times annually by a qualified school administrator or designee
- observed at least once annually by a teacher
- evaluated at least once annually by a qualified administrator.

Lateral Entry and the ILP

Requirements

Lateral entry employees retain initial status during the entire period they complete course work and test requirements. This period must be at least three years and no longer than five years.

Lateral entry licensed teachers are required to submit their performance-based products when they are within six semester hours of completing the program requirements for their license area.

Granting a continuing license

When an individual successfully fulfills ILP requirements, the employing school system must submit a Form C (*Recommendation for a Continuing License: Completion of the Initial Licensure Program*). The employee's file is updated with the notation that a continuing license is to be issued pending clearance of lateral entry requirements.

The program code **LL** is not changed until the employee completes all requirements outlined in the section titled *Lateral Entry (*see page 4-8).

Note: Submission of Form C is not necessary for individuals included in the automated conversion process (see page 9-11 for an explanation of the automated process).

Recommendations for a Continuing License

Continuing license qualification

When a teacher completes three full years of an ILP, the LEA must decide whether that person qualifies for a continuing license.

The decision to recommend or not recommend a continuing license must be based on the required assessment criteria from the ILT's cumulative files. A satisfactory assessment is required to qualify for continuing status. There is no option to extend participation in an ILP beyond 3 years due to an unsatisfactory performance assessment, except for part-time teachers and teachers in inappropriate assignments.

If a teacher is not recommended for a continuing license, the LEA must identify the standards not met.

Note: If a license has been issued with a program code that begins with 9, both ILP and renewal credits are required before a continuing license is issued.

Automated conversions to continuing licensure

Each year during April, the Licensure Section converts teaching licenses from initial to continuing status through an automated process.

The official identified on Form A (*Information Data Form*) of each LEA's or institution's ILP plan is responsible for approving the acceptance of the continuing licenses issued through this process.

If a teacher has not successfully completed the ILP, then the automatic conversion license cannot be accepted. These licenses must be returned to the Licensure Section along with appropriate documentation. License forms explain the process.

Recommendations to deny a continuing license must be returned to the Licensure Section immediately.

Provisional Areas and ILP

Requirements

If an LEA recommends a continuing license for a teacher holding a provisional area along with the initial area, special conditions apply. If the three years of ILP experience were in the provisional area, provisional requirements must be met before a continuing license can be granted.

Example: ILP and provisional area

In the following example, the 00025 (Elementary Education) area is the initial area of licensing, and area 88086 (Learning Disabled) is provisional. Assuming that ILP requirements were completed by teaching three years in area 88086, the conversion to a continuing license for both areas is contingent upon the completion of all provisional requirements for area 88086.

Program Code	License Area
81	00025
22	88086

When Form C is submitted, the Licensure Section updates the employee's file with the notation that a continuing license will be awarded upon clearance of the provisional area.

Appeals

Procedures for appeal

Licensing is a state decision and cannot be appealed at the local level. Initially licensed teachers not recommended by the locally designated official for a continuing license have the following options:

- Have the recommendation reviewed by filing a contested case petition in accordance with Article 3 of Chapter 150B of the General Statutes of North Carolina.
- Contact an approved teacher education program and complete a program of study as prescribed by the college or university to correct deficiencies. The IHE must recommend the person for an initial license after the successful completion of additional training. The individual must then satisfy performance requirements.
- Exit the profession.

Local responsibilities

Local boards of education are responsible for explaining appeal rights to those teachers not recommended for a continuing license. The teacher initiates the appeal through the following office:

Office of Administrative Hearings
424 North Blount Street
P.O. Drawer 27447
Raleigh, North Carolina 27611-7447

Telephone: 919-733-2691

Chapter 10 - Revocation of Licenses

Overview

Background

The State Board of Education can suspend or revoke a license issued by the Licensure Section at any time for the appropriate reasons outlined in this chapter. The SBE, LEA, and local board follows necessary procedures when an employee's license must be suspended or revoked.

In this chapter

This chapter covers the following topics:

Topic	See Page
Reasons for Suspension or Revocation	10-2
Procedures for Suspension and Revocation	10-4

Reasons for Suspension or Revocation

Introduction

This section describes the reasons that justify the suspension or revocation of an employee's license.

Applications

The Department of Public Instruction (DPI) may suspend, revoke, or deny a license if the individual engaged in

- fraud,
- material misrepresentation, or
- concealment

in the application for a license.

DPI may also suspend, revoke, or deny a license based on changes in or corrections to the license documentation that make the individual ineligible to hold a license.

Convictions or illegal conduct

The DPI may suspend, revoke, or deny a license if the individual

- as an adult was convicted of or pled no contest to a crime if there is a reasonable and adverse relationship between the underlying crime and the continuing ability of the person to perform any of his or her professional functions in an effective manner; or
- committed any other illegal, unethical or lascivious conduct by a person if there is a reasonable and adverse relationship between the underlying conduct and the continuing ability of the person to perform any of his or her professional functions in an effective manner.

Dismissal by local board for immorality or diminished capacity

The DPI may suspend, revoke, or deny a license if the local board of education dismissed the individual

- *pursuant to General Statute 115C-325(e)(1)b for immorality if there is a reasonable and adverse relationship between the underlying misconduct and the continuing ability of the person to perform any of his or her professional functions in an effective manner*; or
- *pursuant to G.S. 115C-325(e)(1)e due to the person's diminished physical or mental capacity.*

Continued on next page

Reasons for Suspension or Revocation, Continued

Resignation without notice

The DPI may suspend, revoke or deny a license upon a request by the local board of education if the individual resigns from employment with a local school system without giving 30 calendar days' notice, except with the prior consent of the local superintendent.

Revocation by another state

The DPI may suspend, revoke or deny a license if another state revoked the individual's license, when the person's North Carolina license was issued on the basis of reciprocity.

Failure to report revocable conduct

The DPI may suspend or revoke the license of any:

- superintendent
- assistant superintendent
- associate superintendent
- personnel administrator or
- principal

who knows or has substantial reason to believe that a licensed employee of the LEA has engaged in behavior that would justify revocation of the employee's license based upon

- conviction of a crime or plea of no contest,
- final dismissal of the employee by the local board pursuant to General Statute 115C-325(e)(1)b (immorality), or
- any other illegal, unethical, or lascivious conduct by the employee

if the employee's conduct involves physical or sexual abuse of a child and if the person fails to report that knowledge or substantial reason to believe to the Superintendent of Public Instruction.

Note: For these purposes, the term "physical abuse" means the infliction of serious physical injury other than by accidental means and other than in self-defense. The term "sexual abuse" means the commission of any sexual act upon a student or causing a student to commit a sexual act, regardless of the age of the student and regardless of the presence or absence of consent.

Procedures for Suspension and Revocation

Introduction

When an employee's license must be suspended or revoked, proper procedures must be followed. This section describes the responsibilities and procedures that each component of the school system must perform.

LEA responsibilities

The LEA is responsible for the following:

- identifying individuals suspected of committing an offense that could lead to revocation of a license
- preparing a written request with corroborating information regarding an individual suspected of committing an offense that could lead to revocation of a license
- submitting timely requests to the State Superintendent of Public Instruction that cause for investigation into revocation of a license.

Superintendent of Public Instruction responsibilities

The Superintendent of Public Instruction is responsible for the following:

- initiating revocation proceedings upon receipt of the written request and submission of information by any party in a position to present evidence that is a basis for revocation
- preparing and filing written charges with the State Board of Education, if after investigating the available information s/he finds that probable cause exists for suspension or revocation
- sending a copy of the charges to the licensed person and informing him or her of hearing procedures.

Employee responsibilities

The employee is responsible for the following:

- requesting an informal conference with the superintendent or designee within ten days after receipt of notice
- filing a written request for a formal hearing before the State Board of Education within 10 days after any State Board action that results from the informal conference
- waiving an informal conference and making a written request for a formal hearing within 10 days after receipt of the charges.

  Note: After the informal conference, the State Board of Education (SBE) may enter into a written settlement with the person, direct that the charges be dismissed, or proceed with the revocation action.

Continued on next page

Procedures for Suspension and Revocation, Continued

State Board of Education responsibilities

The State Board of Education is responsible for the following:

- Proceeding with the suspension or revocation action if the individual fails to make a timely request for a hearing.
- Naming an officer to conduct the formal hearing
  Note: The hearing is held in accordance with North Carolina law regarding administrative hearings, except that the hearing is private unless the individual requests otherwise.
- Making the final agency decision.
- Suspending an individual's license for a stated period of time or permanently revoking the license
  Note: A local board may request that the State Board revoke for the remainder of the year the license of a teacher who resigns without giving at least thirty days' notice.
- Reinstating a suspended or revoked license or granting a new license upon application and a showing of good cause by the individual
  Note: The burden of proving good cause is on the applicant. The State Board of Education will not approve reinstatement of a revoked or suspended license if the basis for revocation was abuse of minors; possession, sale, or use of controlled substances; or moral turpitude.
- Notifying all other states of all actions involving suspension, revocation, or reinstatement of a license.
- Notifying the LEA that recommended the revocation.

Chapter 11 - License Renewal

Overview

Background

The renewal process ensures that professional school personnel continually update their professional knowledge and technical competency. Each license holder is responsible for knowing and satisfying license renewal requirements. Failure to renew a license makes an individual ineligible for employment.

North Carolina licenses are issued with five year dating cycles. At the end of a five year cycle, the license holder must apply for renewal by submitting documentation verifying that renewal has been earned.

In this chapter

This chapter covers the following topics:

Topic	See Page
The License Renewal Process	11-2
How to Obtain Renewal Credit	11-5
Renewal Procedures	11-8
Reinstatement of Licenses	11-10
Validation of Licenses	11-11

The License Renewal Process

Introduction

Individuals earn license renewal or reinstatement by completing appropriate coursework or earning the appropriate amount of renewal credits. There are a number of options individuals can use to earn renewal credit.

LEAs establish official procedures for planning in-service courses or workshops and also maintain records of renewal credit earned by their employees.

Senate Bill 272 (Excellent Schools Act) requires the adoption of *new standards for the renewal of teacher certificates by May 15, 1998* (Excellent Schools Act, 1997, 31).

Renewal standards adapted by the SBE May 5, 1998

The standards for licensure renewal require a minimum of 150 hours (15 renewal credits) of professional development, documented in an individual growth plan, and implemented within a five-year period. This plan should be:

- focused on one's licensure area or job responsibility
- aligned to the State Board of Education's strategic priorities (higher student achievement, safe and orderly schools, quality administrators/teachers, and effective/efficient organizations)
- addressing the school or district's strategic priorities and improvement plan
- addressing the appropriate job-specific performance standards
- developing technology competence that is aligned to technology standards adopted by the State Board of Education, and
- encouraging peer and supervisor review on an annual basis.

One renewal credit is earned for each year of full-time teaching completed during the five-year license renewal period.

Continued on next page

The License Renewal Process, Continued

LEA renewal plans

The process for implementing the renewal standards should be included in a plan developed by the LEA and submitted annually to the North Carolina Professional Teaching Standards Commission for review. The plan should incorporate specific strategies, evaluation, and impact of professional development.

LEAs may choose to develop an alternative plan aligned to the State Board of Education's strategic priorities, focused on knowledge and skill development, and tied to the annual appraisal cycle by an individual growth plan. The plan may choose to waive specific hour requirements in lieu of documented change in learner knowledge or skill. The plan must be approved by the State Board of Education.

How licenses are renewed

License holders renew continuing licenses by earning

- 10 semester hours or
- 15 units of renewal credit

within the current five-year renewal cycle.

For a license to remain current, all credit must be earned by the expiration date of the license. If the license expires, the requirements listed above apply for renewal or reinstatement .

Note: A unit of renewal credit is equivalent to one quarter hour or one in-service credit from a North Carolina public school system. Generally, a unit reflects ten contact hours.

Renewal credits

The DPI Licensure Section does not accept renewal credits for less than one unit.

Note: Exception: LEAs can accept staff development activities/course work for less than one unit of credit. Course work must be directly related to applicants' professional responsibilities as public school educators or to their areas of licensure.

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The License Renewal Process, Continued

Individual growth plans

The licensure renewal process includes a formal Individual Growth Plan (IGP) submitted to the employee's supervisor and/or a School or District Improvement Committee for approval. The employee must align the licensure renewal to the school improvement plan, licensure area/responsibility, and standards for the knowledge and skills of professionals in this job category. The IGP must address goals, implementation strategies, timelines, results, and job impact. The progress of these goals is examined annually by the supervisor.

The IGP can focus on two alternatives for renewal: the standard process and the advanced process.

The standard process provides a direct link to the school or district improvement process and to an increase in knowledge and skill.

The advanced process encourages the attainment of national certification or an advanced degree.

While it is still the responsibility of the individual who holds a license to renew, licensure renewal is locally maintained and implemented: it is monitored by supervisors and approved by supervisors and/or school or district teams. The process acknowledges the need for technology skill by requiring 30-50 hours (3-5 units) in technology.

Contacts for renewal

Individuals employed in a public school unit (or a non-public school authorized to administer staff development programs) should contact the appropriate

- superintendent
- headmaster, or
- designated staff development coordinator

about all renewal questions and recording of credits earned.

Individuals not currently employed in a public school unit (or a non-public school authorized to administer staff development programs) should maintain their own records of renewal credit until the time to renew their licenses.

Continued on next page

How to Obtain Renewal Credit

Activities for renewal credit

The following types of activities can be used to obtain renewal credit:

- college or university courses
- local in-service courses or workshops
- independent study
- classes and workshops approved by the LEA
- teaching experience.

Courses/workshops taken must be directly related to the individual's license and job responsibilities as approved by the LEA.

Credit equivalence

Renewal credit can be earned by taking courses through any accredited college or university, including technical and community colleges. Credit is earned as follows:

- a quarter hour is the equivalent of 1.0 renewal credit.
- a semester hour is equivalent to 1.5 renewal credits.

Required documentation: Submit transcripts as documentation; grade reports are not acceptable documentation.

Portfolio process for national board certification

Completion of portfolio process for National Board Certification is acceptable to complete renewal requirements for an individual's next renewal cycle, even if the individual does not achieve national certification.

Continued on next page

How to Obtain Renewal Credit, Continued

Local in-service courses or workshops

Renewal credit can be earned through

- any North Carolina school administrative unit or
- approved board

on a space-available basis. The course or workshop must be

- a minimum of one renewal credit (10 hours of training over a minimum of 2 days).
- 6 or fewer hours of training per day.

The superintendent or local governing board must approve the course or workshop.

Courses should be designed to develop specific skills and be taught by qualified instructors directly supervised by the sponsoring school system. They should have limited enrollment to ensure accountability, and participants must complete the course or workshop to receive renewal credit. School systems are responsible for ensuring that local courses and workshops meet the appropriate standards.

Required documentation: The administrative unit or governing board certifies credits.

Independent study

A maximum of six renewal credits can be earned from independent study.

Independent study requires that the employee and the superintendent or designee plan in advance the skills to be learned and a method of evaluation. Determination of credit is based on the complexity of study.

Required documentation: The superintendent or an appropriate designee must certify the credits.

Continued on next page

How to Obtain Renewal Credit, Continued

Classes and workshops approval	The LEA determines credit for activities conducted by the DPI and other education agencies. **Required documentation**: Provided by the agency sponsoring the activity.
Teaching experience	One renewal credit is awarded for each year of full-time teaching completed during the 5-year renewal cycle. Part-time experience can be considered for renewal credit if it amounts to the equivalent of one year of full-time teaching. Example: An individual that completes 2 full years of half-time teaching earns one renewal credit.

Renewal Procedures

Introduction

Renewal procedures have been established based on type of employment.

Employees of public schools

In May or June of each year, expiring licenses are automatically renewed for 5 years or one year, respectively. LEAs accept or reject each extension based on

- proper verification that renewal requirements have been met, and
- confirmation that the individual has signed a criminal convictions disclosure statement.

Once the individual meets renewal requirements the superintendent or designee

- signs the extension
- forwards the individual a copy, and
- files the school system's copy.

Rejection of renewal

If renewal requirements have not been satisfied, the superintendent or designee rejects the license and returns it to the Licensure Section. The computer record of the extension is then canceled and the original expiration date reinstated.

If renewal requirements are satisfied, the following must be filed with the Licensure Section:

- an application for renewal Form U (*License Update*)
- verification of credits earned
- a processing fee of $45.

Continued on next page

Renewal Procedures, Continued

Non-public school employees

The non-public school through which the employee is submitting the renewal request must be approved by the DPI to administer renewal regulations.

Required documentation: Most non-public schools must submit renewal credits along with a Form E (*Verification of Experience*) for all their employees whose licenses are expiring. This documentation should be submitted during May or June of the year of expiration, with credits listed on the back sheet of the license.

The processing fee is waived when proper documentation for all renewals is submitted as a package from the school. Otherwise,

- renewals submitted prior to the year of expiration or
- renewals for individuals not employed during the year of expiration

require the $45 processing fee.

Unemployed license holders

To maintain a valid license, unemployed license holders must meet renewal requirements by the expiration date of the license. Renewal applications and documented credits sufficient for renewal should be filed as a complete package no earlier than May of the year the license expires. The Licensure Section determines the

- appropriateness of credit to the license area
- suitability of the content level
- proper establishment of credits.

Processing fee: $45

Note: Applicants should submit applications for professional experience credit (Form E) for unreported experience with the application package.

Reinstatement of Licenses

Introduction

An expired license can be reinstated once the license holder meets the appropriate requirements for reinstatement.

All expired licenses are invalid until reinstated.

Requirements for reinstatement

To be eligible for reinstatement, an applicant must earn a minimum of 10 semester hours or 15 units of renewal credit during the five-year period preceding the date of application.

Validation of Licenses

Validation of licenses

Individuals with expired, non-provisional North Carolina licenses are eligible for a one-year license based on LEA need.

Validated licenses are issued for the first school year of employment. At least six semester hours or 9 renewal credits (or the total number if fewer are required) must be completed before the beginning of the next school term if the license is to be extended a second year. Remaining credits must be earned by the end of the second year, or the license remains expired until all renewal credits have been earned.

Required documentation: The employer must submit the request for a validated license Form U (*License Update*) and a processing fee of $45.

Note: Only an employing school system can request a validated license for a person who holds an expired license. A validated license is not an option for currently employed individuals who have not met renewal requirements.

Chapter 12 - Out-of-Field Assignments

Overview

Background

In May 1983, the State Board of Education mandated that all teaching assignments be in the area of an individual's license. Any teaching assignment other than remedial that is outside a person's area of licensing, even for a single period a day, is considered to be "out-of-field."

Temporary out-of-field assignments for one year, one period a day, are allowable. However, if such an assignment is in a categorically funded position, such as exceptional children or workforce development education, the employer must submit a request for pay authorization to the Licensure Section.

This chapter describes the policies and procedures regarding licensing for out-of-field assignments.

In this chapter

This chapter covers the following topics:

Topic	See Page
Provisional Licenses for Out-of-Field Assignments	12-2

Provisional Licenses for Out-of-Field Assignments

Introduction

Provisional licensure for out-of-field assignments is limited to employed individuals. Unemployed individuals who received a provisional license while employed can maintain it by completing provisional requirements within the specified time frame.

How to request a provisional license

The superintendent or personnel officer of the school system must make requests for out-of-field licensing. Form I must accompany the request, along with any necessary supporting information.

Based on LEA request, the Licensure Section adds the provisional area to the license and specifies requirements for clearing the area. The processing fee is waived for all areas **except special service personnel**.

Qualifications required

The table below shows the qualifications required for a provisional license.

Area	Requirements
Counselor	An individual must • hold a regular class A or G license in another area • have earned 18 semester hours of graduate credit toward completion of a school counselor program (no more than 6 semester hours in a related area) • be employed as a school counselor.
Principal and Superintendent	Provisional licenses cannot be issued in these areas.
School Psychologist	A provisional license in school psychology is available only to individuals who have finished all requirements for a 6th-year degree in school psychology, except for the thesis or internship. Written confirmation from a college or university that it agrees with both the individual's employment and the completion of the program requirements during that employment must accompany the employing school system's request for provisional licensing.

Continued on next page

Provisional Licenses for Out-of-Field Assignments, Continued

Qualifications required (continued)

Area	Requirements
Supervisor	To qualify for a provisional license as a supervisor, an individual must • hold a G level teacher's license and • have a minimum of 5 years of successful teaching experience in that area.
Teacher	LEAs who make out-of-field assignments are responsible for obtaining an appropriate provisional license in the out-of-field subject area or grade level.
Exceptional Children	These teaching areas have unique requirements for clearing a provisional license (see page 6-16).
Workforce Development Education	These areas have unique requirements for provisional licensing (see page 7-1).
Media Coordinator	To qualify for a provisional license as a media coordinator an individual must • hold at least an A-level license in a teaching area • complete the requirements of an approved program in media at the master's level • graduates of a bachelor's level media program may be employed and provisionally licensed while they complete the master's degree.

Continued on next page

Provisional Licenses for Out-of-Field Assignments, Continued

Extensions

To continue to hold a provisional license, individuals must earn 6 semester hours of credit each year. **All credit earned toward fulfilling provisional requirements must be directly applicable to the provisional areas.**

Credit to extend a provisional license for an additional year must be earned before the beginning of the school year that follows the expiration date on the license (the date regular classroom teachers report for the first workday of the school year).

Note: Note the difference between the required dates for completion of provisional credit, which can be completed over the summer, and renewal credit, which must be completed by June 30.

Provisional license requirements

Failure to complete yearly credit requirements results in loss of the provisional license and prevents continued employment. All requirements to clear a provisional area must be completed within 5 years of the first effective date of the provisional license.

Renewal credit: employed individuals

Individuals holding a provisional license who are already employed must file documentation of credit earned with their superintendent's office. Extension of provisional licenses are issued automatically in May, and are sent to the superintendent's office for approval or rejection based on appropriateness of credit competed.

Renewal credit: unemployed individuals

Individuals holding provisional licenses who are not employed must file documentation of the required 6 semester hours of credit with the Licensure Section to receive a one-year extension of the license.

Renewal credit: unemployed individuals

Individuals holding provisional licenses who are not employed must file documentation of the required 6 semester hours of credit with the Licensure Section to receive a one-year extension of the license.

Chapter 13 - Salary Determination

Overview

Background

Public school employees are paid on the state salary schedule in accordance with

- the class level of their license
- experience level, and
- assignment as
  - teachers
  - curriculum specialists
  - program directors
  - student service personnel, or
  - administrators.

In this chapter

This chapter covers the following topics:

Topic	See Page
Class Level and Salary	13-2
Experience and Salary	13-5
Guidelines for Establishing Experience Credit as a Professional Educator	13-7
Guidelines for Establishing Experience Credit for Non-Teaching Experience	13-9

Class Level and Salary

Graduate license

The salary certification process automatically grants graduate level salary (master's through doctorate) to individuals holding a graduate license and serving as

- a teacher
- student service personnel
- curriculum-instructional specialist

Exceptions to the graduate license policy

The class G area for which the salary is established must have been added by the completion of an approved education program or equivalent at the master's degree level.

As of July 1, 1993, the Licensure Section can authorize salary certification on the class G teacher salary schedule for teachers who hold a master's degree that is not in teacher education. The following restrictions apply:

- The master's degree must be from a regionally accredited institution.
- The master's degree must be in a subject area directly related to an existing area of licensure.
- The teacher's assignment for the majority of the day must be in the area to which the master's degree applies.

Note: A majority assignment covers 50% or more of the daily teaching duties.

Continued on next page

Class Level and Salary, Continued

Junior ROTC instructors

The military and the local school system jointly support ROTC programs. Junior ROTC instructors must receive total compensation that equals active duty pay. Any difference between military retirement pay and active duty pay is jointly supplemented by the federal government and the employing LEA.

If the total compensation is less than what an individual would earn on the state salary schedule (based on the license rating), the local school system must add funds to compensate the instructor at the state salary level. In some situations the local portion of the salary for a Junior ROTC instructor may be paid from state funds. For a state-funded position, the operating budget entry must show the percentage of the individual's total salary paid from state funds.
(Experience credit for Junior ROTC is specified on page 6-21.)

Substitute teachers

State Board of Education regulations do not require substitute teachers to be licensed. However, licensed substitute teachers are eligible for a higher pay rate.

Note: When a teacher assistant serves as a substitute teacher, the salary for the day shall be the same as the daily salary of an entry-level teacher with an "A" license.

Whenever possible, local school systems should employ licensed teachers as substitute teachers.

Continued on next page

Class Level and Salary, Continued

Supervisor/ Director assignments

The salary certification process includes a general administrator budget code for supervisor allotments that allows an individual licensed as principal to receive a salary based on the supervisor's pay scale without being required to add a curriculum-instructional specialist license. This rule is limited to assignments whose duties and responsibilities are administrative in nature.

Effective date of salary changes

Salary changes resulting from academic preparation completed prior to April 1, of the current school year become effective with the first day of the pay period that follows the effective date of the new license.

Class upgrades and salary changes that result from educational requirements completed after April 1, become effective July 1, of the following school year.

Experience and Salary

Introduction

Salary is determined by the amount of creditable experience an individual has, and affects any other areas the individual has obtained.

Experience and licensure area

The table below lists the ratings and corresponding experience credit classifications.

Rating	Experience credit
Superintendent	Experience earned by serving as superintendent is creditable toward the superintendent rating as well as all other areas on the license.
Principal	Experience earned by service as a principal is creditable toward the principal rating as well as • supervisor/director • student service areas, and • all teaching areas.
Assistant Principal	Experience earned by serving as an assistant principal is creditable to • all teaching areas • student service, and • supervisor/director. Assistant principal experience is not creditable to the principal area.
Supervisor/ Director	Experience earned by service as a supervisor/director is creditable toward • supervisor/director • student service, and • all teaching areas.

Continued on next page

Experience and Salary, Continued

Experience and licensure area (continued)

Rating	Experience credit
Student Service	Experience earned in a student service assignment is creditable toward • supervisor/director areas • student service areas, and • all teaching areas.
Teacher	Experience earned by service as a teacher is creditable toward • all teaching areas • supervisor/director, and • all student service areas.

Effective date for experience changes

Newly added experience credit is effective for salary determination on July 1, of the fiscal year during which it is received and approved by the Licensure Section. Salary adjustments due to corrections in experience ratings are effective July 1, of the fiscal year in which the correction is made unless otherwise approved by the Licensure Section.

Guidelines for Establishing Experience Credit as a Professional Educator

Introduction

This section provides guidelines for establishing experience credit for those individuals employed as a professional educator.

Services not recognized

Service as a tutor, clerical paraprofessional, or substitute teacher is not recognized for experience credit. Experience credit is not awarded for a period of time designated as a leave of absence.

Instructional teaching assistant service

Service as an instructional teaching assistant qualifies for experience credit if that service occurred after an individual was qualified for licensure. One year of experience is awarded for the first year as an instructional teaching assistant and one year for each two years of service as a teaching assistant thereafter.

Professional school experience service

Credit awarded for professional school experience is calculated according to these rules:

- **Full-time work** in a school unit of not less than six calendar months within one fiscal year (July 1 through June 30) earns one year of experience credit (excluding experience in a one-teacher private school).
- **Part-time work** requires a minimum of 15 hours per week to establish experience credit in a school unit. One year of experience can be earned, if the experience totals 6 calendar months of full-time experience during a single fiscal year.
- **Partial years of full-time or part-time experience** can be combined for experience credit. For example, two years of part-time work can be combined for one year of experience, if it is equivalent to 6 months of full-time experience. Full-time experience of less than 6 calendar months in a fiscal year can be combined with another partial year of part-time or full-time experience to equal one year of experience credit.

Continued on next page

Guidelines for Establishing Experience Credit as a Professional Educator, Continued

Credit for service to two or more units	Experience credit for a single year served in two or more school administrative units is allowed unless the Superintendent of Public Instruction has been advised that the person's contract was willfully breached during the school year.
Credit for college teaching service	Credit for college teaching experience is calculated as follows: teaching two courses (six semester hours or class hours) is considered half-time work; teaching four courses (twelve semester hours or class hours) is considered full-time work.

Guidelines for Establishing Experience Credit for Non-Teaching Experience

Introduction

This section provides guidelines for establishing experience credit for non-teaching service.

Non-teaching work experience

Non-teaching work experience can be credited towards an individual's total licensure experience rating by recommendation from a North Carolina Local Education Agency (LEA). Recommendations must be made by the superintendent's designated personnel administrator (one individual per LEA) and can be contingent on employment in a North Carolina public school system. One year of experience is awarded for each year.

Continued on next page

Guidelines for Establishing Experience Credit for Non-Teaching Experience, Continued

Definition

Non-teaching experience – professional work experience in public or private sectors of employment that is directly related to an individuals area of licensure and work assignment.

Eligible experience:

- must have been completed after requisite training/education (for example, completion of a four-year degree).
- must have been full time (40 hour week minimum)
- must have been completed after age 18
- does not include on the job training.

Parameters for determining experience credit

- 12 months of full-time (40-hour week) employment equals one year experience credit
- total years of non-teaching experience can be calculated by adding full years of experience
- the sixth month rule: for full-time employment during years with less than twelve months, add total months and divide by twelve to calculate years (if remaining months are equal to or greater than six, round total years up by one year). The six month rule can only be applied for individuals with a minimum of one year full-time employment (40 hour work week- 12 calendar months) experience.
- one year of experience credit is awarded for each year.

Example: thirty four full-time calendar months of employment as a chemist in a chemical manufacturing company could be used to credit experience toward a science teacher's license. This would equal 2.8 years (rounded to 3 years) which would allow three years toward experience using the above rule.

Continued on next page

Guidelines for Establishing Experience Credit for Non-Teaching Experience, Continued

Experience credit for military service

Professional school personnel whose work is interrupted by active military service are eligible for experience credit for the time of active service based on General Statute 115-151 enacted in 1945. The statute reads:

> *"The State Board of Education, in fixing the State Standard Salary schedule for teachers, principals, and superintendents as authorized by law, shall provide that teachers, principals, and superintendents who entered the armed or auxiliary forces of the United States after September 16, 1940, and who left their positions for such service, shall be allowed experience increments for the period of such service as though the same has not been interrupted thereby, in the event such persons returned to the position of teachers, principals, or superintendents in the public schools of the State after having been honorably discharged from the armed or auxiliary forces of the United States."*

Submit Form M or a copy of military separation papers (DD214 or equivalent) to request experience credit for active military service that interrupts a professional educator's work.

Leave of absence

Experience credit is not awarded for a period of time designated as a leave of absence.

License holder's responsibility

It is the license holder's responsibility to know and understand license experience requirements and to supply proper documentation verifying experience in order to be considered for licensing credit.

Chapter 14 - IHE Methods Faculty

Overview

Background

As of July 1, 1989, all college and university faculty members who teach undergraduate or graduate methods courses or supervise field experiences for prospective classroom teachers in approved teacher education programs must be licensed.

This chapter describes the policy and requirements for IHE methods faculty.

In this chapter

This chapter covers the following topics:

Topic	See Page
Methods Faculty Requirements	14-2

Methods Faculty Requirements

Introduction

This section describes the requirements for methods faculty teaching personnel.

Definition: methods course

The presence of any one of the following criteria defines a class as a methods course:

- the course is called a methods course
- it includes a supervised experience with a participatory component in a school.
- its primary focus is on
  - organization
  - techniques
  - procedures
  - strategies for teaching.

Continued on next page

Methods Faculty Requirements, Continued

Who is required to be licensed?

Methods faculty must hold a license for the content area in which they teach or supervise. They must also demonstrate involvement with teachers in public schools.

Faculty members supervising students in field experiences must hold a license in a curriculum area at the appropriate grade level and/or demonstrate involvement with teachers in public schools.

This requirement for licensure applies to faculty members involved in the preparation of classroom teachers, including the areas of

- media
- exceptional children, and
- workforce development education.

This requirement also applies to faculty members involved in the preparation of principals and/or assistant principals.

The requirement does not apply to faculty members working with licensure programs in the following:

- administration areas not listed above
- supervision, or
- special service areas not listed above.

Continued on next page

Methods Faculty Requirements, Continued

Requirements for licensing

The standard requirements for licensing apply to methods faculty. Licenses must be renewed every 5 years. Deans or department heads must verify that 15 appropriate renewal credits have been earned during the five years immediately preceding the expiration date of the current license.

Methods teaching assignment licensing

Instructors of courses that prepare teachers for specific areas must hold a license as a curriculum-instructional specialist or follow the requirements listed in the following table:

Instructors of courses that prepare	license requirements
teachers for grades 9-12	secondary license in the students' area of study
students for licensing in more than one secondary area	secondary license in at least one of those areas
teachers for elementary or middle grades (birth through grade nine)	B-K, elementary or middle grades
teachers for K-12 subject areas	in the specific K-12 area students are preparing to teach
students for more than one special subject area	in at least one special subject area
student for licensing in exceptional children areas	in at least one exceptional children area
students for licensing in workforce development education	in the vocational area students are preparing to teach

Chapter 15 - Test Score Requirements

Overview

Background

The NTE/Praxis tests are designed to ensure that candidates for licensure possess the knowledge and skills necessary for teaching. Candidates for initial licensure in North Carolina, including out-of-state candidates, must successfully complete the NTE/Praxis tests.

Note: See the chapter about testing beginning on page 5-1 for unique rules that apply to testing out-of-state applicants for licensure.

Testing is required in the following three categories:

General Knowledge (reading, writing, and mathematics) - Passing scores on the Praxis I (Pre-Professional Skills (PPST) test or Computer Based Test (CBT) are required by colleges and universities as an entrance requirements to the approved education program.

General Pedagogy - A passing scores on the Principles of Learning and Teaching (PLT) test is required to qualify for licensure (usually taken near the end of the college/university approved education program).

License Area Assessment - A passing score on an NTE Specialty Area test or Praxis II subject assessment test is required to qualify for licensure (usually taken near the end of the college/university approved education program). Individual's qualifying for their first license must pass at least one area assessment.

Continued on next page

Overview, Continued

Note: School Administrator Licensure (Principal) requires the School Leader Licensure Assessment test administered by Educational Testing Service (minimum score 155). Applications for the test must be submitted to the North Carolina Standards Board for Public School Administration (see page 5-3).

Also, individuals adding areas to their certificates must successfully complete specialty tests or Praxis II tests for the area added.

In this chapter This chapter covers the following topics:

Topic	See Page
NC NTE Programs Test Requirements	15-3
The NTE/Praxis Series Test Scores	15-4

NC NTE Programs Test Requirements

Test and required scores

The table that follows lists the NTE Programs test required by North Carolina effective July 1, 1994, and their minimum required acceptable scores.

Test	Required score
Audiology (10340)	590
Business Education (10100)	580
Earth/Space Science (20570)	530
Education of the Mentally Retarded Students (10320)	580
Educational Leadership: Administration and Supervision (10410)	590
German (20180)	540
Health Education (10550)	640
Home Economics Education (10120)	540
Introduction to the Teaching of Reading (10200)	540
Library Media Specialist (10310)	610
Marketing and Distributive Education (10560)	690
Mathematics (10060)	530 (middle grades)
Physics (10260)	510
Reading Specialist (10300)	570
School Guidance and Counseling (20420)	570
School Psychologist (10400)	620
Special Education (Cross Categorical) (10350)	510
Speech Communication (10220)	560
Speech-Language Pathology (10330)	550
Teaching Emotionally Disturbed Students (10370)	680
Teaching English as a Second Language (20360)	520
Teaching Hearing Impaired Students (10270)	650
Teaching Learning Disabled Students (10380)	610
Teaching Visually Handicapped Students (10280)	550
Technology Education (10050)	580

The Praxis Series Test Scores

Background

Praxis II subject assessments are composed of two or three tests. Each test has a minimum score and a validated score. The sum of the validated scores equals the required total passing score for the assessment.

A compensatory model of scoring allows for some deviation from the validated score for each test, but the score on each test must meet the minimum score requirements. Scores below the minimum on any test are unacceptable, and prevent an individual from successfully meeting the test requirement.

Policy

The NTE Praxis series of tests is the required testing program.

- Praxis I is required for entry into an approved education program.
- Praxis II tests assess subject content knowledge and are required for licensure.

Note: For licensure areas not covered by a Praxis II subject assessment, NTE specialty area tests are required.

- Praxis - Principles of Learning and Teaching (PLT) assesses general pedagogy and is required for initial licensure. The test is administered in three versions:
  - elementary
  - middle grades
  - secondary

Candidates choose the version that corresponds to their licensure area. A satisfactory score on any version fulfills the test requirement. A minimum score of 160 is required.

Praxis I PPST

The table that follows lists the registration codes and required score for each of the Praxis Pre-Professional Skills Tests (PPST).

PPST	Code	Required Score
Reading	0710	176
Writing	0720	173
Math	0730	173

Continued on next page

The Praxis Series Test Scores, Continued

Praxis I CBT

The table that follows lists the registration codes and required score for each of the Praxis CBT tests.

CBT	Code	Required Score
Reading	0711	323
Writing	0721	319
Math	0731	318

NTE Praxis II Subject Assessment

The table that follows lists the registration codes and required scores for the Praxis II Subject Assessment tests.

Subject * = multiple choice ** = constructed response	Code	Minimum Score	Validation Score
Art (K-12)			
Art Making**	0131	150	165
Content, Traditions, Criticism**	0132	130	155
Content*	0133	144	159
Required Total Passing Score			479
Biology (9-12)			
Content Knowledge, Part 1*	0231	154	165
Content Essays**	0233	139	146
Pedagogy**	0234	135	154
Required Total Passing Score			465
Chemistry (9-12)			
Content Knowledge*	0241	150	164
Physical Science: Pedagogy**	0483	139	154
Content Essays**	0242	135	155
Required Total Passing Score			473
Elementary Education (K-6)			
Curriculum Instruction and Assessment*	0011	153	167
Content Area**	0012	127	143
Required Total Passing Score			310

Continued on next page

The Praxis Series Test Scores, Continued

NTE Praxis II Subject Assessment (continued)

Subject * = multiple choice ** = constructed response	Code	Minimum Score	Validation Score
English (9-12)			
Content Knowledge*	0041	154	165
Essays**	0042	135	155
Pedagogy**	0043	145	155
Required Total Passing Score			475
French (K-12)			
Productive Language Skills**	0171	159	173
Content Knowledge*	0173	137	149
Required Total Passing Score			322
Language Arts (6-8)			
Content Knowledge*	0041	152	164
Pedagogy**	0043	135	155
Required Total Passing Score			319
Mathematics (9-12)			
Content Knowledge*	61	133	143
Pedagogy**	65	135	145
Required Total Passing Score			288
Music (K-12)			
Analysis**	0112	131	150
Concepts/processes**	0111	135	150
Content*	0113	136	148
Required Total Passing Score			448
Physical Education (K-12)			
Content Knowledge*	91	155	161
Movement, Forms, Analysis, & Design**	92	144	157
Required Total Passing Score			318
Science (6-8)			
General Science: Content Essays**	433	130	140
Physical Science: Pedagogy**	483	139	156
Required Total Passing Score			296

Continued on next page

The Praxis Series Test Scores, Continued

NTE Praxis II Subject Assessment (continued)

Subject * = multiple choice ** = constructed response	Code	Minimum Score	Validation Score
Science (9-12)			
General Science: Content Essays**	433	130	145
General Science Content Knowledge, Part 1*	431	143	162
General Science Content Knowledge, Part 2*	432	145	160
Required Total Passing Score			467
Social Studies (6-8)			
Content Knowledge*	81	158	164
Analytical Essays**	82	135	150
Required Total Passing Score			314
Social Studies (9-12)			
Content Knowledge*	81	158	168
Interpretation of Materials**	83	167	173
Analytical Essays**	82	145	150
Required Total Passing Score			491
Spanish (K-12)			
Content Knowledge*	191	148	159
Productive Language Skills**	192	156	168
Required Total Passing Score			327

Chapter 16 - Financial Awards

Overview

Background The DPI administers several scholarship loan programs for prospective teachers seeking college financial aid in North Carolina. This section briefly describes these programs.

In this chapter This chapter covers the following topics:

Topic	See Page
Scholarship Loan Programs	16-2

Scholarship Loan Programs

Scholarship loans

The programs available for scholarship loans are

- Prospective Teacher Scholarship Loan (PTSL)
- Teacher Assistant Scholarship Loan (TASL)
- The Challenge Scholars Program (pre-qualifies high school students for the Prospective Teacher Scholarship Loan).

Prospective teacher scholarship loan (PTSL)

The Prospective Teacher Scholarship Loan, funded by the NC General Assembly, provides up to $2500 per academic year for full-time undergraduate study that leads to teacher licensure or to licensure in the following special services areas:

- school counseling
- school psychology
- speech/language impaired
- audiology
- library/media services.

The loans are provided for a maximum of four years or the minimum number of years required to earn licensure based on the entry-level degree.

At the community college level, up to $900 per year is provided for undergraduate study transferable to an approved program leading to licensure.

The Department of Public Instruction (DPI), annually awards the scholarship loans to a minimum of 200 North Carolina residents.

Continued on next page

Scholarship Loan Programs, Continued

Eligibility

Eligibility for the award is based on

- academic performance
- geographic location
- licensure areas of need as determined by the DPI
- a minimum SAT score of 900 for high school seniors
- a minimum grade point average of 3.0.

In addition, applicants must be legal residents of North Carolina and not hold a teaching license.

Requirements

Recipients must

- maintain a 2.5 grade point average during their freshman year and 3.0 cumulative grade point average each year thereafter, and
- teach one year in a North Carolina public school for each year of assistance.

Note: Recipients who do not fulfill their teaching obligation are required to repay the value of the assistance received plus interest.

To apply

Applications can be obtained in December from

- high school counselors
- deans of schools of education or
- financial aid administrators at colleges and universities with approved teacher education programs, and
- financial aid administrators at community colleges

Note: The annual application deadline is the second Monday in February. Awards are announced in May.

Continued on next page

Scholarship Loan Programs, Continued

Teacher assistant scholarship loan

The Teacher Assistant Scholarship Loan, funded by the NC General Assembly, provides up to $1200 per academic year, for undergraduate study leading to teacher licensure or to licensure in the following special service areas:

- school psychology
- school counseling
- speech/language impaired
- audiology
- library/media services.

The loans are provided for a maximum of four years or the minimum number of years required to earn licensure based on the entry level degree. The total amount one may receive toward earning licensure is $4800.

Continued on next page

Scholarship Loan Programs, Continued

Eligibility

Applicants must

- be a legal North Carolina resident who does not already hold teacher licensure
- have a minimum of one year experience as a teacher assistant
- be currently employed as a teacher assistant in an instructional area in a K-12 public school in North Carolina, or
- have served as a teacher assistant for at least five years and have been in a position as a teacher assistant, which was eliminated.

Teacher assistants that meet the following requirements are eligible:

- position was eliminated at the end of the 1995-96 school year or after,
- pursuing teacher licensure
- who have been formally admitted to an approved teacher education program.

Applicants must

- hold a bachelor's degree or have completed the general college courses prerequisite to admission to a degree program
- provide documentation of having been formally admitted to an approved teacher education program at a four-year institution.
- have the endorsement of the superintendent of the employing LEA.

Awards can be made to currently employed teacher assistants who want to attend a North Carolina community college to earn an early childhood associate degree, or a two-year degree in other skills of particular use to the state's public school system.

Continued on next page

Scholarship Loan Programs, Continued

Requirements

Recipients must

- remain employed as teacher assistants in an instructional area, while pursuing entry-level teacher licensure (except for the methods semester and/or student teaching semester).
- annually complete 12 semester hours within the period of September 1 through August 31
- maintain a cumulative GPA of 2.5 to remain eligible for continuation.

Scholarship recipients are obligated to teach one year in a North Carolina public school for each year of assistance they receive. Pay back may occur for four years over a three-year period, if the recipient is employed in a school designated as low-performing or on warning status.

Note: Recipients who do not fulfill their teaching obligation are required to repay the value of the assistance received plus interest.

To apply

Applications may be obtained in September from the superintendent of the LEA. The superintendent's recommended nominees are due to the Department of Public Instruction in January.

Note: Awards are announced in May.

Continued on next page

Scholarship Loan Programs, Continued

Challenge scholars program

The Challenge Scholars Program is used to provide an incentive for students in low-wealth school systems to choose teaching as a career objective and to assist students in those LEAs documenting extreme difficulty with recruitment of qualified teachers.

Scholars are chosen from the ninth, tenth, and eleventh grades and are given every means of support possible by the LEA.

Support is aimed at providing these scholars with the information and technical skills necessary to

- gain admission to an institution of higher education
- complete the collegiate requirements for licensure
- become employed in the Public Schools of North Carolina.

Each Challenge Scholar is assured of a scholarship to pursue teacher licensure in the amount of the current Prospective Teacher Scholarship Loan (PTSL) award at the time of high school graduation.

Eligibility

Fifty Challenge Scholars will be designated each year from among eligible applicants submitted by LEAs designated as low-wealth or from LEAs documenting extreme difficulty with recruitment of qualified teachers. Each participating LEA may nominate one candidate per grade-level per year as Challenge Scholars.

To be nominated an individual must

- have a cumulative grade point average of 3.0 or better
- indicate a desire to pursue teaching as a career objective
- agree to participate in planned activities designed to ensure they are equipped to enter a program of preparation leading to licensure to teach in the public schools.

Continued on next page

Scholarship Loan Programs, Continued

Requirements

Challenge Scholars are required to

- maintain at least a 3.0 GPA throughout their remaining high school career
- pursue a program of study throughout high school to prepare them for admission to an institution of higher education
- achieve a score of at least 900 (or the established minimum for PTSL) on the SAT
- pursue a course of study leading to licensure to teach in the public schools of North Carolina.

To apply

Applications may be obtained in December from the superintendent of the LEA. The superintendent's recommended nominees are due to the Department of Public Instruction the third Monday in February.

Note: Scholars are announced in May.

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